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ABSTRACT

The development and implementation of a model rehabilitative program is described in this dissertation. The conceptual model was developed to identify and characterize behavior patterns which interfere with learning in urban junior high schools. The six major behavior categories addressed include: dependent behavior, truancy, aggressive behavior, delinquent behavior, unstable behavior, and drug related behavior. The rehabilitative program was implemented by the staff of the Bayard Middle School in Wilmington, Delaware, during the 1976-77 school year. The Adaptive Behavior Scale, a self appraisal inventory, and a criterion test of basic skills were used to determine the effects of the program upon participants in each category. A detailed evaluation of program results, including statistical data on the program's effects upon serious incidents, student suspension rate, court referrals, student arrests, and vandalism, is presented. Samples of record keeping forms are also provided. (Author/GC)

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THE DEVELOPMENT AND IMPLEMENTATION OF A MODEL REHABILITATIVE PROGRAM COMPATIBLE WITH THE EDUCATIONAL AND PSYCHOLOGICAL NEEDS OF CHILDREN WHO DISPLAY ADAPTIVE ADOLESCENT BEHAVIOR PATTERNS IN THE URBAN MIDDLE SCHOOL

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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by

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TITLE: THE DEVELOPMENT AND IMPLEMENTATION OF A MODEL REHABILITATIVE PROGRAM COMPATIBLE WITH THE EDUCATIONAL AND PSYCHOLOGICAL NEEDS OF CHILDREN WHO DISPLAY ADAPTIVE ADOLESCENT BEHAVIOR PATTERNS IN THE URBAN MIDDLE SCHOOL.

DESCRIPTORS: MIDDLE SCHOOL; BEHAVIOR CHANGE; ADULT PERCEPTION; EDUCATIONAL ALTERNATIVES; URBAN EDUCATION; DISRUPTIVE BEHAVIOR; COMMUNITY SERVICES; MINORITY NEEDS; STUDENT MOTIVATION; SKILL DEVELOPMENT; REHABILITATION; PSYCHOLOGICAL NEEDS; EDUCATIONAL ACHIEVEMENT.

ABSTRACT: This practicum report describes in detail the development and implementation of a MODEL REHABILITATIVE PROGRAM used to modify the behavior of six types of disruptive youngsters. The conceptual model was developed to identify and categorize the six behavior patterns which often interfere with learning in the typical urban middle school. The six major behavioral categories include dependent behavior, truant behavior, aggressive behavior, delinquent behavior, unstable behavior, and drug-related behavior. The staff of the Bayard Middle School, Wilmington, Delaware, implemented rehabilitative program adjustments during the 1976-77 school

to determine their effects upon participants in each behavioral category. The author used the ADAPTIVE BEHAVIOR SCALE, SELF APPRAISAL INVENTORY, and CRITERION TEST OF BASIC SKILLS as FORMAL MEASUREMEANT DEVICES in a formative evaluation of each category of behavior. Tables are included in each category which show the behavioral changes of student participants. A summative evaluation is included which depicts the progam effects upon the number of serious incidents, student suspension rate, court referrals, student arrests, and vandalism. A sample of all of the record-keeping mechanisms is included in the report. A detailed discussion of an evaluation of the results of this two-year practicum is included in the author's summary.

Introduction

Thomas F. Bayard Middle School is the typical urban middle school which experiences the tension resulting from the interaction of social and economic forces. A large percentage of the students who attend Bayard are born and raised in the midst of poverty, unemployment, and inadequate housing. The crime rate has increased during the 1970's. Alcoholism, drug addiction, violence, illegitimacy, and all of the typical social conditions associated with poverty impinge upon the educational achievement of Bayard students.

A growing percentage of students are achieving at a low level, establishing poor attendance patterns, developing severe emotional problems, becoming involved in acts of violence and vandalism, and showing little or no motivation to achieve in the classroom. The life style which the child has adopted for street survival is brought into the learning environment of the Bayard Middle School.

With the increasing number of major disciplinary problems taking up instructional time, it is imperative that an intervention process be developed which can deal with those behavior patterns that are incompatible with success in school. The burden for coping with these problems has been placed upon the staff of the Bayard Middle School.

The basic assumption that the educational program in the school must have rehabilitative effects upon the learner is critical in the development of a program which deals with those variables in a child's life-style which interfere with performance in the classroom. Therefore, the middle school staff must utilize a variety of approaches to enable children to learn more about themselves as well as to develop ways to cope with their behavior which affects their personal

achievement. In order to implement this rehabilitative process, one must utilize a wealth of resources both in the school and in the community.

Learning activities must motivate the children whose life styles and learning styles have been seriously damaged by a continuous lack of success both in school and in the community. The rehabilitative process must "turn-on" the child at the middle school level or it is quite likely that this child will not finish his formal secondary education. The rehabilitative process must counteract the failure and frustration which has been reinforced over a period of years. This process must be able to change to some extent the typical adaptive behavior patterns common among disadvantaged urban children.

RESTATEMENT OF THE PROBLEM

Approximately 10% of the multi-ethnic population of Bayard Middle School are involved in daily disruptive behavior. Disruptive behavior produces extreme tension in the school setting. Multiple conflicts interfere with achievement both on the part of the offender as well as other students in the school. Bayard Middle School had the highest number of serious incidents during the 1975-76 school year of any school in the district including high schools (see Appendix A.1.). In addition, some students were becoming involved in such crimes as extortion (robbery). Fear among students was causing some of the population to remain home from school (see Appendix A.2.) There was an increase in the rate and number of suspensions, court referrals, and vandalism costs. Student attendance was at an all-time low of approximately 80%.

IDENTIFICATION OF SIX MAJOR CATEGORIES OF ADAPTIVE ADOLESCENT BEHAVIOR

The behavior patterns associated with the problems described in the preceding paragraph are not new to the author of this practicum report. He has been able to categorize adaptive behavior into six major categories which are displayed each day by the typical student in coping with the social and economic demands of his environment. These categories include DEPENDENT ADOLESCENT BEHAVIOR; TRUANT ADOLESCENT BEHAVIOR; AGGRESSIVE ADOLESCENT BEHAVIOR; DELINQUENT ADOLESCENT BEHAVIOR; UNSTABLE, EMOTIONAL ADOLESCENT BEHAVIOR; AND DRUG RELATED ADOLESCENT BEHAVIOR. In several articles cited in the bibliography the author discusses the causes and effects of each of these behavior patterns in the school environment.

SOURCES OF DATA FOR NEEDS ASSESSMENT

The author of this practicum report has collected data in each of these categories since 1968. Observations regarding critical incidents in each category have been recorded and analyzed in approximately 350 cases. In addition, the author has done a follow-up study of a representative sample of each type of behavior. A longitudinal profile of the typical adolescent who is unable to adjust in the school environment is outlined in the following step-by-step chronology.

A. The adolescent is not adjusting at home or in his/her community.

B. The adolescent becomes a school adjustment problem. He or she begins to act-out his/her frustrations in the school setting.

C. The school fails to cope with the problems of the adolescent; the adolescent experiences failure in the school environment.

D. The school exhausts its available resources.

E. The adolescent is referred to a variety of community resources.

F. The adolescent violates the law and appears in Family Court to learn of the consequences of his behavior.

G. The adolescent is committed to a state institution.

H. Rehabilitative efforts within the state institution are relatively ineffective in treating severely maladjusted behavior.

I. The adolescent approaches legal drop-out age and at age 16 he leaves the school environment.

J. The adolescent experiments with various "cop-outs"

including the drug scene.

K. The adolescent becomes an unemployable, dependent adult.

L. The adult begins the cycle of commitments to adult institutions.

M. The adult reproduces children who grow to begin the cycle of maladjusted adolescent behavior.

ADULT PERCEPTIONS OF DISRUPTIVE BEHAVIOR

In order to develop a feasible approach for modifying the behavior of the students in each category, the author circulated a survey in order to get input from teachers, counselors, psychologists, parents, social workers, policemen, students, and administrators. The perceptions given by various people in this survey helped the author to conceptulize cause and effect relationships in each category of behavior. The responses on the ADULT PERCEPTION SURVEY (see Appendix B) sets the framework for writing the general goals and specific objectives for each behavioral category of the practicum. Also, these suggestions helped in the overall design of strategies for each behavioral category.

MAJOR GOALS OF THE PRACTICUM

A. The REHABILITATIVE MODEL will identify maladjusted behavior and intervene at an early stage to improve student adjustment in school.

B. The REHABILITATIVE MODEL will utilize approaches compatible with the educational and psychological

needs of student adjustment problems.

C. The REHABILITATIVE MODEL will improve student attendance for those who participate in the program during the 1976-77 school year.

D. The REHABILITATIVE MODEL will decrease incidents of disruptive behavior in the school environment for the 1976-77 school year.

E. The REHABILITATIVE MODEL will improve interpersonal relationships among students and adults.

F. The REHABILITATIVE MODEL will decrease the vandalism costs for the 1976-77 school year.

G. The REHABILITATIVE MODEL will improve reading and math scores for children who display adaptive behavior patterns during the 1976-77 school year.

H. The REHABILITATIVE MODEL will reduce the number of student suspensions during the 1977-78 school year.

I. The REHABILITATIVE MODEL will have a positive effect upon the development of self-concept in students in each behavioral category.

J. The REHABILITATIVE MODEL will improve the accuracy and reliability of adult observations of adaptive behavior.

K. Specific objectives for each category of behavior will be set for measurement at the formative evaluation stages of this practicum.

L. The major goals of this practicum will be consistent with district-wide objectives for the 1976-77 school year (see Appendix C.1. and C.2.).

PHASE I: PRELIMINARY PLANNING PRIOR TO IMPLEMENTATION OF PRACTICUM DURING 1976-77 SCHOOL YEAR

The planning phase of this practicum was critical in working out solutions to projected problem areas which were likely to occur during the implementation phase of this proposal. Although some of the groundwork had been done, there were many procedures and guidelines which had to be established to ensure consistency in data collection and tabulation. A COMMITTEE of teachers, counselors, a psychologist, a social worker, a youth aid officer, a nurse, and the author met to review this conceptualized approach for dealing with the six identified categories of behavior. The COMMITTEE reviewed the goals of the practicum, the deadlines, and the roles and responsibilities of each person who would be involved in the implementation phase during the 1976-77 school year. It was agreed that there was a need for coordination of the total process.

First, the COMMITTEE discussed what tasks had been completed. The COMPREHENSIVE INTRAMURAL PROGRAM (Introductory Practicum) was in full operation (see Appendix D.1.) and the DUPONT RESOURCES PROGRAM (see Appendix D.2.) had been incorporated into the school program during the 1975-76 school year. The COOPERATIVE DRUG EDUCATION PILOT PROJECT was established and evaluated prior to the 1975-76 school year (see Appendices D.3. and D.4.). The Title VII Reading and Math Lab was funded for the 1976-77 school year (see original Title VII proposal in Appendix D.5.). The PHOTOGRAPHY PROJECT for improving self-concept was refunded for the 1976-77 school year (see Appendix D.6.).

The COMMITTEE met each Friday morning throughout the 1975-76 school year to finalize plans for the 1976-77 school year. Because there were so many administrative details to be worked out among the

COMMITTEE members and the Title VII staff, a one-week inservice workshop was setup from August 23, 1976 to August 27, 1976 (see memo in Appendix D.7.). The major concerns discussed in the SUMMER WORKSHOP included the design of an individualized schedule for each child in each behavioral category, consistent procedures for observing and recording critical incidents, use of and interpretation of the AAMD ADAPTIVE BEHAVIOR SCALE (see Appendix E.1.), including those profile categories to be used in the practicum; the use of the CRITERION TEST OF BASIC SKILLS (see Appendices E.2. and E.3.) for diagnosis, prescription, and treatment of reading and math deficiencies; the use and interpretation of the SELF-APPRAISAL INVENTORY, Intermediate Level, particularly with respect to the school subscale which yielded information regarding the scholastic dimension of self-concepts (see Appendix E.4.). Formal and informal assessment techniques were developed and used in practice sessions to insure some degree of accuracy and reliability. Each Committee member was given a specific responsibility to contact all persons, institutions, and resources to be used in the implementation of the REHABILITATIVE MODEL. The major responsibility for scheduling the multiple alternatives for each behavioral category was assumed by the author of the practicum. This task involved a considerable number of adjustments to match the personality variables of several students and teachers. It was generally agreed that regular Friday meetings throughout the school year were necessary to promote coordination of efforts among the staff. Also, the COMMITTEE felt that several days should be set aside for informal formative evaluation (see Appendices E.5. and E.6. for the format of the October 4, 1976, and January 18, 1977, meetings).

Another record keeping problem was resolved as the COMMITTEE decided to use the NIE SAFE SCHOOL STUDY format for reporting serious

incidents (see Appendix E.7.). The instructions for reporting incidents were given to all staff with some minor modifications in the aggressive behavior category and the truant behavior category (see Appendix E.8.). The procedure for monitoring and recording suspensions was setup in accordance with Federal guidelines (see Appendices E.9. and E.10., and E.11.). This mechanism proved to be very useful for comparative purposes in the summative evaluation.

The final stage of the planning phase involved establishing the Systems 80 Reading-Math Lab for the 1976-77 school year. The Lab was relocated on the second floor in order to increase accessibility for students. Students were identified for placement in the Lab based upon their skill levels. The equipment was setup and teachers were trained in the use of individualized materials. The CAREER AWARENESS counseling component was setup to accomodate small groups of children. Appropriate equipment and materials were purchased for this specialized program. The TV READING PROJECT was revised to include staff training. Scripts were purchased for use during the 1976-77 school year. The process for the coordination of the SKILLS LAB and the DEVELOPMENTAL READING PROGRAM was shared with all reading/math teachers (see Appendix E.12.).

PHASE II: IMPLEMENTATION OF THE REHABILITATIVE MODEL TO MODIFY SIX TYPES OF ADAPTIVE BEHAVIOR

The second major part of this Practicum Report will focus upon the activities developed to modify the behavior of each student who was classified in a particular behavior category based upon recorded data collected during the 1975-76 school year. The number of children in each category will vary from 11 in the drug-related and dependent categories to 34 in the aggressive category. In each of the six categories the author will give a brief description of the educational and psychological needs of the children, the methods used to identify each child, the specific objectives regarding expected behavioral changes, and the rehabilitative program adjustments used to modify the behavior of the children in each behavioral category. A formative evaluation and discussion will be included in each of the six behavioral categories.

DEPENDENT BEHAVIOR CATEGORY

The dependent child is one who has been neglected, abused, exploited, and, in some cases, even abandoned by his natural parents. In the cases used in this practicum, the custody of the child was given to the Delaware Division of Social Services for protective foster placement.

These children were identified by use of the following methods:

1. The teachers recorded observations of the child's behavior patterns in the classroom.
2. The teachers recorded scores on the Adaptive Behavior Scale Profile.
3. The teachers and counselors read the recorded social

history written on the cumulative counseling record.

4. Children were given the Self-Appraisal Inventory, Intermediate Level.
5. Children were given the Criterion Test of Basic Skills, Pre Test.

The general social background of these children included a high degree of mobility. Generally, the child had been transferred from one foster home to another. Invariably, there were gaps in educational achievement particularly in reading and math. Also, these children experienced difficulties in learning because of the continuous demand to readjust to a new school and to a new school environment.

The COMMITTEE discussed the basic psychological needs of the dependent child. It was generally agreed that the lack of nurturance at an early developmental age caused the basic "clinging personality" type. The dependent child's self-image was poor; he was in need of constant reasurrance. In his interpersonal relationships with his peers, he was very often submissive to the desires of the group. It was noted that the dependent child responded very favorably to praise as a reinforcer especially when he had achieved something on his own.

Two specific objectives were stated by the COMMITTEE to be worked toward for these 11 children during the 1976-77 school year.

1. These children will show one year's performance growth in reading and mathematics during the treatment period.
2. These children will show improved adjustment in school as measured by pre and post ratings on the

SELF-APPRAISAL INVENTORY. The child will be able to function independently through improved interpersonal relationships and increased participation in school activities.

REHABILITATIVE PROGRAM ADJUSTMENTS

A cooperative agreement was established with the Sycamore Group Home and the Camelot Group Home, so that mutual efforts were made to work with these children every day (see Appendices F.1. and F.2.). The seven (7) boys were involved in the evening program and the summer program in operation at the JACKSON STREET BOYS CLUB (see Appendices F.3. and F.4.). In addition 3 of the boys participated in the University of Delaware Summer Sports Camp (see Appendix F.5.).

These children were enrolled daily for instruction in the Systems 80 Reading-Math Lab. The instructional approach was individualized through the utilization criterion referenced materials related to sections of the Criterion Test of Basic Skills (see Appendices E.2. and E.3.). Each child was assigned to a teacher who had a common interest with the child. In the evenings a community resource person worked with each child in counseling and tutoring in reading and math. A continuous line of communication was maintained between the foster parents, group home personnel, and members of the Bayard Staff. The PHOTOGRAPHY LAB (see Appendix D.6.) was used to help the child to gain an improved perspective about himself, his home environment, his school environment, and his relationships with others. The Unified Arts Team used the improvement of self-concept as the thread to tie together curriculum development. The overview of the curriculum is given in Appendix F.6.

These students were encouraged to participate in the COMPREHENSIVE INTRAMURAL PROGRAM (see Appendix D.1.). Also, these children were given weekly motivational counseling in the DUPONT RESOURCES PROGRAM (see Appendix D.2.). Those students who were fourteen years old or older received job-placement counseling for the SUMMER YOUTH PROGRAM (see Appendix F.7.).

FORMATIVE EVALUATION AND DISCUSSION OF THE BEHAVIORAL CHANGES OF THE DEPENDENT CHILD

In May 1977, the COMMITTEE met with the team of teachers who worked with the eleven (11) children in this behavior category to compare the results of the Pre and Post Scores on the ADAPTIVE BEHAVIOR SCALE, the CRITERION TEST OF BASIC SKILLS, and the SELF-APPRAISAL INVENTORY. In addition, the COMMITTEE collected written records of the teacher's observation of behavioral changes among these children. The observations showed improved inter-personal relations as measured by more contacts with fewer conflicts, an increased number of completed assignments in the READING-MATH LAB, and an increase in participation in team projects and intramural athletic activities. Only two children were eligible for employment in the SUMMER YOUTH PROGRAM. These two boys worked regualrly four hours per day. The report from their supervisor indicated regular attendance on the job. There was no record of tardiness. A summary of the statistical data which supports the behavioral changes stated in the specific objectives of this category is given in TABLE 1.0.

DEPENDENT BEHAVIOR CATEGORY:

Comparative Statistical Data

TABLE 1.0.

ADAPTIVE BEHAVIOR PROFILE

V Withdrawal Behavior

No. Tested	(Items 20, 21, 22) Pre-Test Score (Frequently)	(Items 20,21,22) Post-Test Score (Frequently)	Behavioral Change
11	11	2	9

The Adaptive Behavior Scale shows that the withdrawal behavior displayed frequently by all 11 children in the Pre-Test was displayed frequently by only 2 of the dependent children in the Post-Test. Nine of the children's behavior in this dimension changed from frequently to occasionally or seldom in the POST TEST-RESULTS.

TABLE 1.1

CRITERION TEST OF BASIC SKILLS (Reading)

No. Tested	Pre-Test Mean Grade Equivalent (Reading)	Post-Test Mean Grade Equivalent (Reading)	Mean Gain in Reading
11	4.6	6.1	1.5

This gain in reading represents approximately 4-6 months more than the objective of one year's growth.

TABLE 1.2

CRITERION TEST OF BASIC SKILLS (Math)

No. Tested	Pre-Test Mean Grade Equivalent (Math)	Post-Test Mean Grade Equivalent (Math)	Mean Gain in Math
11	4.3	5.2	.9

This average gain represents approximately one year's growth. This growth is within one month of the stated objective of one year's growth.

TABLE 1.3

SELF-APPRAISAL INVENTORY

School Situations

Item No.	% of Positive Responses (September 1976)	% Positive Responses (May 1977)	% Difference
2	60	84	24
6	55	76	21
10	48	68	20
13	35	60	25
17	37	62	25
21	42	64	22
25	59	80	21
29	62	84	22
33	59	79	20
37	70	88	18
41	73	86	13
45	76	91	15
49	38	62	24
53	52	74	22
57	56	77	21
61	49	68	19
65	61	83	22
69	38	65	27
73	42	66	24
76	65	84	21

The self-concept gains represent about a 20% increase in positive responses on each of 20 items on the school dimension of the SELF-APPRAISAL INVENTORY. It should be noted that there were no decreases in positive responses.

Table 1.0. summarizes the formal measurement of the behavioral changes of the eleven children who were part of the rehabilitation model's category for dependent adolescents. Perhaps the success in this category results from the small number of children serviced in this category. Also, it should be noted that no children left the program to transfer to another school or to be placed in another institution.

TRUANT BEHAVIOR CATEGORY

The COMMITTEE met in September 1976, to review the attendance records of the 23 youngsters selected to participate in the truant behavior category of the REHABILITATIVE MODEL. These students were chosen from data recorded on the EXCESSIVE ABSENCE PRINT-OUT. In addition, scores were recorded from the ADAPTIVE BEHAVIOR SCALE, the CRITERION TEST OF BASIC SKILLS, and the SELF-APPRAISAL INVENTORY.

The general social background, educational achievement, and psychological needs of the truant child were discussed by COMMITTEE members at workship sessions. The staff recognized that the truant began his pattern of behavior at a very early age in the elementary school. He had continued this pattern of behavior to an even greater extent at the middle school level. It was observed that the truant usually began his irregular attendance pattern by cutting those classes where he had experienced failure. It was noted that the truant is usually "turned-off" by the regular six hour school program, the truant feels that he must attend school because of the compulsory attendance laws. In many cases, the truant lived in an unstable home environment where the educational expectation level was low. Other family members had experienced failure in school, and they reinforced the child's negative feelings about Bayard Middle School.

In most of the cases of the children identified for participation in the REHABILITATIVE MODEL, it was discovered that these children had experienced learning problems in the early elementary grades. At an early stage in his educational development, the truant had established a failure and frustration cycle. In order to avoid continued failure in school the child would remain at home or go to play with other truants at the West End Park.

It was agreed that the basic psychological needs of the truant are not met in the shcool environment. Failure and frustration have thwarted achievement motivation. The child's self-image has been distorted. He was in desperate need of reinforcement of positive behavioral changes.

The COMMITTEE set the following objectives concerning behavioral changes for the truant child.

1. The truant child will improve his daily attendance by 25%.
2. The truant child will show one year's growth in basic skills as measured by a pre-test and post-test of the CRITERION TEST OF BASIC SKILLS.
3. The truant child will make an improved adjustment in school including interpersonal relationships with peers and adults as measured by ratings on the ADAPTIVE BEHAVIOR SCALE.
4. The truant will improve class attendance by 25% as meausred by the daily progress forms.
5. The truant will show growth in self-concept as measured by pre and post scores on the Self-Appraisal Inventory.

6. The truant will increase his participation in shcool activities by 25% during the 1976-77 school year.

REHABILITATIVE PROGRAM ADJUSTMENTS

The twenty-three (23) who were identified as chronic truants were assigned individually to a teacher/counselor as an attendance partner. This relationship was established at the beginning of the school year based upon absenteeism during the 1975-76 school year. This approach was consistent with the district's approach to improve attendance (see Appendix G.1.).

Each attendance partner met with the student assigned to him each day to review progress or a period by period basis (see Appendix G.2.). Monthly reports of counseling contacts, telephone calls, parent conferences, home visits and referrals to social workers or agencies were forwarded to the COMMITTEE for review and evaluation. A cumulative record of each child's attendance was kept on a card designed for this purpose (see Appendix G.3.). Many motivational techniques were used including a graph of improved attendance by team such as the following sample (see Appendices G.4., G.5., G.6.).

These 23 students were assigned each day that they attended school to the Systems 80 Reading and Math Lab for skill development and reinforcement. Improvement in performance was recorded daily in each child's individual folder. Teachers in the LAB encouraged these children to attend school regularly by reinforcing all successful attempts to improve in basic skill areas.

The PHOTOGRAPHY LAB (see Appendix D.6.) was used to develop and reinforce the truant's positive feelings about self, home, environment, school environment and peer relationships. In addition, a paraprofessional worked closely with each parent and child in

counseling sessions to encourage improvement in attendance. Through the career counseling of this rehabilitative approach, six students began to work part ti and three students were hired in the Summer Youth Program (see Appendix F.7.). In addition, resource personnel from the DUPONT RESOURCES PROGRAM (see Appendix D.2.) gave motivational presentations to encourage regular attendance and appropriate career choices.

FORMATIVE EVALUATION AND DISCUSSION OF THE BEHAVIORAL CHANGES OF THE TRUANT CHILD

In May 1977, the COMMITTEE met with the attendance partners and counselors of the truant youngsters to compare test data and attendance figures for the 1976-77 school year. A summary of the comparative statistics which supports the behavioral changes stated in the specific objectives of this category is given in TABLE 2.0.

TRUANT BEHAVIOR CATEGORY: COMPARATIVE STATISTICAL DATA

TABLE 2.0

ADAPTIVE BEHAVIOR PROFILE: WITHDRAWAL BEHAVIOR

No. Tested	(Items 20, 21, 22) (Pre-Test Score Frequently	(Items 20, 21, 22) Post-Test Score Frequently	Behavioral Change
23	23	11	12

The ADAPTIVE BEHAVIOR SCALE shows that the withdrawal behavior common among all 23 students enrolled in this behavior category was displayed by eleven (11) children on the post-test. Twelve (12) children show improvement in this area. Behavioral changes were recorded for 52% of the children who were serviced in this category.

TABLE 2.1

CRITERION TEST OF BASIC SKILLS (Reading)

No. Tested	Pre-Test Mean Grade Equivalent (Reading)	Post-Test Mean Grade Equivalent (Reading)	Mean Gain in Reading
23	4.2	4.8	.6

This mean gain represents about six months growth in reading. It should be noted that many of these children have had reading difficulties. Also, it is important to note that all 23 children showed some reading gains in the post-test results. None of the children regressed in their performance on the post-tests in reading.

TABLE 2.2

CRITERION TEST OF BASIC SKILLS (Math)

No. Tested	Pre-Test Mean Grade Equivalent (Mathematics)	Post-Test Mean Grade Equivalent (Mathematics)	Mean Gain in Math
23	4.1	4.6	.5

The mean gain in mathematics was five months. It should be noted this gain is based upon instruction in the LAB when these children were in attendance in school. None of the children regressed in their post-test performance in mathematics.

TABLE 2.3

SELF-APPRAISAL INVENTORY

School Situations

Item No.	% of Positive Responses (September 1976)	% of Positive Responses (May 1977)	% Difference
2	49	61	11
6	48	62	14
10	51	59	8
13	46	57	11
17	53	61	8
21	52	64	12
25	60	68	8
29	61	67	6
33	72	77	5
37	74	76	2
41	58	63	5
45	61	63	2
49	63	66	3
53	71	72	1
57	45	49	4
61	51	64	13
65	53	66	13
69	56	64	8
73	48	55	8
76	47	62	15

The self concept gains represent about a 7% increase in positive responses on each of 20 items in the school dimension of the SELF-APPRAISAL INVENTORY. Although on some of the items there is only a slight positive change, it should be noted that there were no decreases in positive responses on the post measurement.

Table 2.0 summarizes the formal measurement of the behavioral changes of the twenty-three (23) children who participated in the rehabilitative adjustments in this behavior category. However, the bottom line in an evaluation of this category is the percentage of change in attendance among these truant youngsters. These data are summarized in Table 3.0.

TABLE 3.0

COMPARATIVE ATTENDANCE DATA

No. of Students	Mean No. of Days Attended 1975-1976	Mean No. of Days Attended 1976-1977	Difference	% Increase
23	42	87	45	108%

The figures in TABLE 3.0 represent a change of more than 100% in attendance among the truants serviced in this behavior category. The average truant attended school 87 days of a possible 180 days. Although there was a notable increase in attendance among these 23 truant younsters, it is obvious that they were absent an average of 93 days during the school year 1976-77.

AGGRESSIVE BEHAVIOR CATEGORY

The COMMITTEE met in September 1976, to review the behavior records of aggressive children prior to identifying them for participation in the AGGRESSIVE BEHAVIOR CATEGORY of the REHABILITATIVE MODEL. A total of 34 students were chosen from data recorded on their behavioral records and from recommendations from teachers. Pre-test scores on the ADAPTIVE BEHAVIOR SCALE and the SELF-INVENTORY APPRAISAL were included in the assessment procedures. However, a summary of interpersonal conflict data, (fights, verbal threats, intimidating remarks) was used to establish a pattern of base-line data for this behavior category.

The behavior pattern of the aggressive child was discussed in some detail at workshop meetings prior to implementation of the rehabilitative adjustments. The aggressive child was one who was

involved with peers in verbal and physical confrontations on a regular basis. Threats and intimidating actions were common components of the aggressive child's repetoire of behavior. The aggressive child used fear to force another child to conform to his/her code of behavior. The aggressive child used fear as an important ingredient in his leadership style. After the aggressive child had gained a leadership role within the peer group, he began to influence styles of personal grooming, modes of dress, and adaptive language patterns.

The basic psychological needs of the aggressive child were discussed by members of the COMMITTEE. Their needs included the dominant need to verbally express thoughts and feelings. The need to develop impulse control in relationships with peers and adults in a school environment was evident among aggressive children. The COMMITTEE recognized that this type of child could not tolerate a delay in immediate gratification particularly in peer activities. In addition, the staff discussed some of the causes of this behavior pattern including the lack of a structured home environment with consistent discipline and limitations. After a thorough analysis of the educational and psychological needs of the aggressive adolescent, the COMMITTEE recommended the following specific objectives regarding expected behavior changes.

1. The aggressive child will show a 25% improvement in productive behavior as measured by Section I and Section II of the ADAPTIVE BEHAVIOR SCALE.
2. The aggressive child will reduce the number of interpersonal conficts including physical confrontations and threats by 50% during the 1976-77 school year.

3. The aggressive child will show gains on the school dimension of the SELF-APPRAISAL INVENTORY as measured by pre-test scores and post-test scores.
4. The aggressive child will assume a leadership role in athletic activities and choral activities during the 1976-77 school year.
5. The aggressive child will show a 50% reduction in the use of hostile language as measured by Item 11 of the ADAPTIVE BEHAVIOR SCALE.
6. The aggressive child will show a 50% reduction in the use of fear as a method of peer control as measured by Item 7 of the ADAPTIVE BEHAVIOR SCALE.

REHABILITATIVE PROGRAM ADJUSTMENTS

The thirty-four (34) students identified for participation in this category of the REHABILITATIVE MODEL were enrolled in the TV READING PROGRAM where they were given the opportunity to "act-out" feelings and emotions and to assume dominant dramatic roles in plays such as The Autobiography of Miss Jane Pittman (see Appendix H.1.). In the role-playing activities the aggressive child was given the opportunities to verbally display such emotions as anger and fear in a productive setting. Related activities included the establishment of a drama-modern dance group that presented the play Good Times (see Appendix H.2.). Aggressive children were chosen to read parts at the Martin Luther King Program (see Appendix H. 3.). This program included the use of interpretative dance to transform body movements to conform to the words of the Lord's Prayer.

"Hands-on" types of activities included window-painting

and fireplug painting during holiday seasons (see Appendix H.4.). Enrollment in the typing lab provided the aggressive child with an environment where he could improve spelling skills through manual reinforcement on the typewriter (see Appendix H.5.).

Aggressive students were encouraged to participate in the COMPREHENSIVE INTRAMURAL ATHLETIC PROGRAM (see Appendix D.1.) and the mixed Choral Program where productive non-verbal behavior (running jumping, throwing and productive verbal behavior- singing) were reinforced by parents, peers, and adults in the school environment. A copy of one of the Spring Choral activities is included (see Appendix H.6.).

Aggressive female participants in this category formed a group entitled Bayard's Angels. The group of girls presented a fashion show where they designed and constructed the clothing which they modeled in an assembly program (see Appendix H.7.). A similar activity for boys involved the construction of a stage background for a puppet show. These students made each puppet of clay and paper. They painted the background to create lighting effects as they manipulated the strings on the puppets. They recorded the dialog to be used in a team assembly where they gave a demonstration for their peers.

The improvement of SELF-CONCEPT was one of the goals of the Unified Arts area (see Appendix H.8.). Students participated in the PHOTOGRAPHY LAB. Also, students were given responsibilities in the cafeteria as order in maintaining a clean, healthful environment for eating. As reinforcement for productive behavior in performing work responsibilities in the cafeteria, boys and girls were taken to the HOWARD CAREER CENTER for haircuts and hair-styling (see Appendix H.9.). Looking good promoted acting - "good" (well). One student who was a participant in this category acted in a courageous manner in saving

members of his family during a house fire. In order to reinforce this role model, a special assembly was held for all students enrolled in the REHABILITATIVE MODEL (see Appendix H.10.).

The school psychologist met with those youngsters who were still experiencing problems in school to discuss the child's perception of his social and personal relationships. In rap-sessions, the children were encouraged to express hostile feelings verbally before losing self-control. Also, these children were involved in "writing-out" exercises where they expressed their feelings about what caused a particular incident. These children were required to write-out the ways in which they could have avoided a particular situation.

The results of these rehabilitive activities upon the behavior pattern of the aggressive children at Bayard Middle School will be summarized and discussed in TABLE 4.0. with respect to the objectives previously cited in this section of the Practicum Report.

FORMATIVE EVALUATION AND DISCUSSION OF THE
BEHAVIORAL CHANGES OF THE AGGRESSIVE CHILD

Aggressive Behavior Category: Comparative Statistical Data

TABLE 4.0

ADAPTIVE BEHAVIOR SCALE

Sections I, II - Disruptive and Antisocial Behavior

No. Tested	Items (1-15) Pre-Test Score (Frequently)	Items (1-15) Post-Test Score (Frequently)	Behavior Change
34	34	4	30

The ADAPTIVE BEHAVIOR SCALE scores indicate that disruptive behavior displayed frequently among 34 students in this category was displayed by only 4 students in the post-test results. Thirty of the children displayed these behavior patterns either occasionally or seldom in the post-test analysis.

TABLE 4.1

No. Participants	Total Aggressive Incidents 1975-76	Average Aggressive Incidents/ Child	Total Aggressive Incidents 1976-77	Average Aggressive Incidents 1976-77	Net Change Per Child	Mean % Change Per Child
34	510	15	170	5	10	200%

The data in TABLE 4.1 show a dramatic reduction in incidents of aggressive behavior. The results surpassed the stated objective of a 50% reduction in aggressive incidents. Perhaps this change was brought about by the variety and increased number of activities for this type of behavior.

TABLE 4.2

SELF APPRAISAL INVENTORY

Item No.	% of Positive Responses (Sept. 1976)	% of Positive Responses (May 1977)	% Difference
2	50	62	12
6	52	64	12
10	53	57	3
13	48	56	8
17	63	65	2
21	66	69	3
25	68	72	4
29	54	55	1

TABLE 4.2 (Continued)

Item No.	% of Positive Responses (Sept. 1976)	% of Positive Responses (May 1977)	% Difference
33	62	63	1
37	57	59	2
41	59	60	1
45	61	64	3
49	59	57	6
53	55	58	3
57	58	60	2
61	61	63	2
65	54	57	3
69	57	59	2
73	62	66	4
76	58	71	13

The data in TABLE 4.2 indicate an average gain of about 2%. Although this gain is slight, in no item was there any indication of regression on the part of the 34 participants.

TABLE 4.3

PARTICIPATION IN ATHLETIC AND CHORAL ACTIVITIES

Athletic (1975-76)	Choral (1975-76)	Athletic (1976-77)	Choral (1976-77)	% of Difference (1976-77)	
				Athletic	Choral
4	3	24	17	500%	466%

Participation in athletic and choral activities increased tremendously during the 1976-77 school year. This was most likley caused by the motivational and promotional techniques used by the Bayard Staff. Each staff member made an extensive effort to involve these children.

TABLE 4.4

ADAPTIVE BEHAVIOR SCALE: ITEM 11

HOSTILE LANGUAGE

No. Tested	Item 11 Pre-test Score (Frequently)	Item 11 Post-test Score (Frequently)	Behavior Change
34	34	14	20

Item 11 shows a change of 20 students on the hostile language appraisal. In the post-test results only 14 children used hostile language frequently compared with all thirty-four students using this type of language in the pre-test results.

TABLE 4.5

ADAPTIVE BEHAVIOR SCALE: ITEM 7

PEER MANIPULATION

No. Tested	Item 7 Pre-test Score (Frequently)	Item 7 Post-test Score (Frequently)	Behavioral Change
34	34	7	20

Item 7 shows a change in behavior of 27 students in the use of fear to control or manipulate peers in group activities. This number exceeds the 50% reduction stated in the objectives established by the COMMITTEE.

The data summarized in the preceding tables show a high degree of success in working with aggressive youngsters. It is especially gratifying to see behavioral changes in this category since the youngsters usurp a great deal of instructional time and administrative effort.

Enclosed is a letter which supports the formative evaluation of the choral activities as part of the rehabilitive approach used in this category (see Appendix H.11.).

DELINQUENT BEHAVIOR CATEGORY

The COMMITTEE met in September 1976 to identify 13 youngsters who were to become members of the delinquent behavior category. These youngsters had been adjudged delinquent by the Family Court and had been committed to a state institution. They were returning to school for the 1976-77 school year.

The COMMITTEE and the teaching staff who were to work with these students held extensive discussions regarding the educational and psychological needs of the delinquent adolescent. They recognized that delinquent behavior was not only a violation of the rights of others but,also, a violation of the laws of the state. The behavioral pattern involved court action and placement in a juvenile correction facility. Generally, the delinquent behavior pattern began with truancy and minor larcency charges, but it had grown until the child was a threat to his community. After the child was committed to a state correctional facility for a period of 8 months to a year, he was released and returned to the school setting. The delinquent has always found it very difficult to readjust to school.

The psychological and educational needs of the delinquent

have caused this youngster to be very disruptive in the school setting. This undesirable behavior has been the result of the lack of setting limitations in the home for the child during an earlier developmental age. Because of the lack of structure and discipline at home, the delinquent had not been able to internalize the expectations of his parents or the laws of society. Although the delinquent had presented a strong exterior self-concept, he was a very insecure and frightened individual. He displayed a "I don't care" attitude. He has been apathetic regarding achievement in school. Because of the inadequate parenting with love, the delinquent had felt often that he really doesn't have a chance to "make it." The youngsters for this behavior category were identified inthe following manner.

1. The youngster was adjudged delinquent by the Family Court.
2. Delinquent behavior patterns occured frequently on the youngster's rating on the VIOLENT AND DESTRUCTIVE BEHAVIOR section of the ADAPTIVE BEHAVIOR SCALE.
3. The delinquent scores on the pre-test of SELF-APPRAISAL INVENTORY were below the 50% level for positive responses.
4. A cumulative record of teachers' observations of behavior reflected a negative attitude toward adult authority, poor attendance patterns, and regular confrontations with peers and adults.
5. The pre-test scores on the CRITERION TEST OF BASIC SKILLS were two-years or more below grade level in reading and mathematics.

Based upon the identification criteria, the COMMITTEE established the following specific objectives regarding expected behavioral changes for the delinquent youngster.

1. The delinquent youngster will show a 25% improvement in productive behavior as measured by Section I of the ADAPTIVE BEHAVIOR SCALE.
2. This group of 13 youngsters will reduce their participation of crime in school including larceny, assaults, carrying deadly weapons, robbery, and vandalism of school property by 50%.
3. These 13 youngsters will show an improved attitude toward school as measured by positive responses in small group counseling sessions and pre-post SELF APPRAISAL SCORES.
4. These 13 youngsters will show gains in self-concept as measured by pre-test scores and post-test scores on the SELF APPRAISAL INVENTORY.
5. These 13 youngsters will improve their basic skill development by one year's growth in reading and math as measured by pre-test and post-test scores on the CRITERION TEST OF BASIC SKILLS.
6. These 13 youngsters will improve their attitude toward work as measured by their submission of applications for part-time and summer employment.

REHABILITATIVE PROGRAM ADJUSTMENTS

The thirteen (13) delinquent adolescents in this behavioral category participated in small group counseling sessions three days per week with counselors provided in an agreement set up with the Division of Juvenile Corrections (see Appendix J.1.). A description of the types of services provided by the Bureau of Juvenile Corrections is included in Appendix J.2.

In addition to the school counseling program, these youngsters were provided evening counseling with their parents and tutoring in reading and mathematics in a program established by the Wilmington Bureau of Police (see Appendix J.3.). The Wilmington Bureau of Police designed a booklet which was used to emphasize the importance of obeying the law (see Appendix J.4.). This program sponsored evening social and recreational activities for these children each week similar to in Appendix J.5.). Two addtional programs, THE LAW DAY PROGRAM (see Appendix J.6.) and the ATTORNEY GENERAL'S EDUCATION PROGRAM (see Appendix J.7.) were utilized in emphasizing the importance of laws in society in the protection of the rights of all citizens.

The thirteen (13) delinquent youngsters were enrolled in the PHOTOGRAPHY LAB and in the Unified Arts Program (see Appendices J.8. and J.9.) to improve self-concept. The SYSTEMS 80 READING-MATH LAB was used to setup individualized programs where the delinquent experienced continuous success in basic skill development. The delinquent participated in the DUPONT RESOURCES PROGRAM (see Appendix D.2.) for motivational experiences concerning the world of work and the COMPREHENSIVE INTRAMURAL PROGRAM (see Appendix D.1.). The youngster who was successful in his adjustment in school was given part-time employment in the Summer Youth Program, Division of Manpower Develop-

ment (see Appendix F.7.). The tutoring and counseling contined during the summer months while the youngster was at work. Each of the 13 youngsters reported weekly to a supervisor who evaluated their work performance (see Appendix J.10.).

FORMATIVE EVALUATION AND DISCUSSION OF THE BEHAVIORAL CHANGES OF THE DELINQUENT YOUNGSTER

The thirteen youngsters identified for participation completed the 1976-77 school year without one child having to be recommitted to a juvenile correction facility. All thirteen children were employed during the school year for part-time jobs as well as regularly during the summer months. None of these youngsters was terminated because of poor work performance. Employment seemed to give these children a sense of responsibility and a feeling of personal independence (see Appendix J.11.). The responses on the Work Questionnaire indicated that the youngsters enjoyed work and spent their earnings on recreational items and clothing (see Appendix J.11.). The following tables will summarize the delinquents' progress in other instruments used to measure adjustment during the 1976-77 school year.

DELINQUENT BEHAVIOR CATEGORY: COMPARATIVE STATISTICAL DATA

TABLE 5.0

ADAPTIVE BEHAVIOR PROFILE

I VIOLENT AND DESTRUCTIVE BEHAVIOR

No. Tested	(Items 1,2,3,4,5) Pre-test score (Frequently)	(Items 1,2,3,4,5) Post-test score (Frequently)	Behavioral Change
13	13	3	10

The ADAPTIVE BEHAVIOR SCALE shows that the disruptive behavior exhibited frequently by all 13 delinquent youngsters in the pre-test was reduced to three (3) youngsters in the post-test.

TABLE 5.1

CRITERION TEST OF BASIC SKILLS (Reading)

No. Tested	Pre-test Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain in Reading
13	4.1	5.2	1.1

The mean gain in reading represents approximately one year's growth. However, it should be noted that in every case the youngster remained about 2 years below grade level.

TABLE 5.2

CRITERION TEST OF BASIC SKILLS (Mathematics)

No. Tested	Pre-test Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain in Mathematics
13	4.2	5.1	.9

The mean gain in mathematics represents about one year's growth. However, as in reading skill development, the delinquent child remains more than 2 years below grade level.

TABLE 5.3

SELF APPRAISAL INVENTORY

School Situations

Item No.	% of Positive Responses (September 1976)	% of Positive Responses (May 1977)	% Difference
2	41	56	15
6	36	51	15
10	37	53	16
13	42	55	13
17	42	57	14
21	42	55	13
25	44	56	12
29	37	49	12
33	49	54	5
37	47	57	10
41	43	58	15
45	51	54	3
49	38	55	17

TABLE 5.3 (Continued)

Item No.	% of Positive Responses (September 1976)	% of Positive Responses (May 1977)	% Difference
53	46	57	11
57	45	55	10
61	48	56	8
65	40	54	14
69	52	56	4
73	51	58	7
76	46	54	8

The self-concept gains represent about an 11% increase in positive responses on each of 20 items on the school dimension of the SELF APPRAISAL INVENTORY. On some items there was a very slight gain. Although there is an increase on every item, the positive responses are still near the mean. The range of responses is narrow for each item.

The preceding tables summarize the formal measurement of the 13 youngsters who functioned as part of the category for delinquent adolescents. Each of these youngsters showed progress during the treatment period. None of the youngsters was arrested during the 1976-77 school year. No youngster was returned to the state's juvenile correction facility.

EMOTIONALLY UNSTABLE BEHAVIOR CATEGORY

In September 1976 the COMMITTEE met to discuss the components of the behavior of the emotionally unstable child. This child displayed an unpredictable pattern of behavior in the school setting. Generally, this child had been labelled by the school district as "emotionally unstable, socially and emotionally maladjusted, or emotionally disturbed."

In many cases this child had received some treatment either as an out-patient or resident of a state institution which provided psychological and psychiatric services for adolescents. However, the 12 students identified for placement in this category had received "maximum benefits" and were returning to school for the 1976-77 school year.

The COMMITTEE discussed the educational and psychological characteristics of the unstable adolescent. Abrupt changes in mood characterized this type of child. Sometimes these changes were caused by physiological problems which required medication. The unstable child displayed a shaky, uncertain, and fragmented self-concept. Long-term peer relationships were not established by this child because the erratic emotional behavior impaired the development of positive interpersonal relationships. In many cases, the child's social history indicated a home environment where the child's parents exhibited an unstable model of behavior. It was the consensus of the COMMITTEE that this type of child needed to understand his own behavior in an effort to see the intensity of his own responses.

The emotionally unstable child was identified through use of the following criteria:

1. The emotionally unstable adolescent was evaluated by the school psychologist and the institutional professional staff in order to diagnose the specific educational and psychological needs of each child.
2. The emotionally unstable pattern was reflected on the Psychological Disturbances Section of the Adaptive Behavior Scale.
3. The positive responses on SELF APPRAISAL INVENTORY fluctuated from one item to another.

4. The emotional component had interferred with growth in basic skills as measured by pre-test and post-test scores on the CRITERION TEST OF BASIC SKILLS.

The COMMITTEE and the staff developed the following specific objectives regarding expected behavioral changes.

1. The unstable adolescent will improve in the development of self-control as measured by the ADAPTIVE BEHAVIOR SCALE and teachers'recorded observations.
2. The unstable adolescent will show stable, self-concept gains on each item of the SELF-APPRAISAL INVENTORY.
3. The unstable adolescent will show improvement in the development of more permanent interpersonal relationships as measured by pre-test and post-test scores on the ADAPTIVE BEHAVIOR SCALE and the SELF-APPRAISAL INVENTORY. Teachers' observations will be included in the formative evaluation of this practicum objective.
4. The unstable adolescent will reduce the tendency to "act-out" emotional responses as measured by the ADAPTIVE BEHAVIOR SCALE.
5. The unstable adolescent will show one year's growth in reading and mathematics as measured by pre-test scores and post-test scores on the CRITERION TEST OF BASIC SKILLS.
6. The teachers who work with these youngsters will be

trained to remain calm in an effort to avoid reactions from these unstable adolescents.

REHABILITATIVE PROGRAM ADJUSTMENTS FOR THE EMOTIONALLY UNSTABLE ADOLESCENT

The twelve youngsters in this category of the REHABILITATIVE MODEL received individualized counseling in sessions with the school psychologist. Also, some of the children received counseling services from the Mental Health Clinic. All of these children were enrolled in the SYSTEMS 80 READING-MATH LAB where the instructional approach was individualized and tension-free. Every effort was made by all of the teaching staff to provide a secure classroom environment where the child could develop self-control. Aversive consequences were not used as a method of control for unacceptable classroom behavior.

The Unified Arts area was used to develop self-concept components including self-confidence in interpersonal relationships. Some of the curricular activities are outlined in Appendix K.1. A letter concerning the efforts of the photographer in developing positive relationships is included in Appendix K.2. A description of one of the curriculum trips used to reinforce this approach is included in Appendix K.3.

The students in this category were involved in the Mental Health Unit taught in health classes entitled "Getting it Together." This unit focused upon understanding one's self through interpersonal relationships with others. The "HOT SEAT" technique was used in small group discussions to allow the child to better handle himself in situations of peer approval and stress. Each child learned to cope with criticism from peers.

The services of several community agencies including the GOVERNOR BACON HEALTH CENTER, VOCATIONAL REHABILITATION CENTER, and DELAWARE CURATIVE WORKSHOP were used to counsel children for productive employment. Communication between these agencies and the school staff was essential in revising skill development for these children.

FORMATIVE EVALUATION AND DISCUSSION OF THE BEHAVIORAL CHANGES OF THE UNSTABLE ADOLESCENT

The major thrust of this component of the REHABILITATIVE MODEL was the development of a secure, success-oriented environment where the unstable child could grow in the area of self-control. Small group and individual counseling sessions gave these students the support necessary to cope with achievement in school, peer relationships, and the internalization of adult expectations. A summary of the behavioral changes of the unstable child is presented in each of the following tables.

UNSTABLE BEHAVIOR CATEGORY: COMPARATIVE STATISTICAL DATA

TABLE 6.0

ADAPTIVE BEHAVIOR SCALE

SECTION XIII - Psychological Disturbances

No. Tested	(Items 41, 42) Pre-test Score (Frequently)	(Items 41, 42) Post-test Score (Frequently)	Behavioral Change
12	12	8	4

TABLE 6.0 (Continued)

The Post-test Scores on the ADAPTIVE BEHAVIORAL SCALE show that 4 of the 12 students in the Unstable Category made gains in the development of self-control. Teacher observations support the statistical data. However, recorded observations from teachers indicate marginal or slight gains for three additional students. The teachers'reports indicate some progress for all students although in eight cases it was not measured on the Adaptive Behavior Scale.

TABLE 6.1

INTERPERSONAL RELATIONSHIPS

No. Tested	(Items 7, 8) Pre-test Score (Frequently)	(Items 7, 8) Post-test Score (Frequently)	Behavioral Change
12	12	7	5

The Post-test Scores on the ADAPTIVE BEHAVIOR SCALE indicate that 5 students made gains in the development of more permanent interpersonal relationships. Teacher observations support the statistical data. However, the teachers noted in their report of recorded observations that the permanency of the behavioral changes seemed to vary and that some of the children who had made gains regressed on an intermittent basis.

TABLE 6.2

SELF-CONTROL

No. Tested	(Items 1, 2, 3, 4, 5) Pre-test Score (Frequently)	(Items 1, 2, 3, 4, 5) Post-test Score (Frequently)	Behavioral Change
12	12	5	7

The Post-test scores on the ADAPTIVE BEHAVIOR SCALE indicate that 7 of the 12 students reduced the frequency of acting-out emotional responses. Teachers' recorded observations support this measurement to the extent that some children who "acted-out" responses daily gained enough self-control to reduce these responses to an average of 2.5 per week.

TABLE 6.3

SELF APPRAISAL INVENTORY

School Situations

Item No.	% of Positive Responses (September 1976)	% of Positive Responses (May 1977)	% Difference
2	43	51	7
6	37	44	7
10	68	66	-2
13	72	68	-4
17	51	58	7
21	49	59	10
25	62	61	-1
29	71	70	-1
33	42	44	2
37	62	65	3
41	38	46	8
45	45	52	7
49	46	54	8

TABLE 6.3 (Continued)

Item No.	% of Positive Responses (September 1976)	% of Positive Responses (May 1977)	% Difference
53	51	47	-4
57	72	66	-6
61	64	62	-2
65	72	71	-1
69	39	47	8
73	46	48	-2
76	53	52	-1

These students made slight gains in some items on the SELF APPRAISAL INVENTORY. However, on other items there was a decrease in the percentage of positive responses. Since the responses vary to such an extent, it is difficult to establish a pattern of improvement for the students in this behavior category. The responses indicate a degree of instability characteristic of this type of child.

TABLE 6.4

CRITERION TEST OF BASIC SKILLS (Reading)

No. tested	Pre-test Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain in Reading
12	5.2	5.9	.7

The mean gain in reading represents 7 months growth. This gain is three months below the objective of one year's gain in reading skills.

TABLE 6.5

CRITERION TEST OF BASIC SKILLS (Mathematics)

No. Tested	Pre-test Mean Grade Equivalent	Post-test Mean Grade Equivalent	Mean Gain in Mathematics
12	5.3	6.1	.9

The mean gain in mathematics represents about 9 months growth. This gain is consistent with the basic skills objectives for this category of behavior.

DRUG-RELATED BEHAVIOR CATEGORY

The COMMITTEE met in September 1976 to discuss the behavior patterns of children who had experimented with drugs. It was agreed that these children often display behavior which could be categorized in one or more of the behavioral categories discussed thus far in this Practicum Report. The COMMITTEE recognized that drug-related behavior was a symptomatic condition overlaying one of the basic adolescent personality types described in the five previous sections of this report. A discussion of the psychological needs of the drug-user in an urban situation focused upon the child's temporary escape from the social and economic conditions which produce failure and frustrations in the real world. This type of child was characterized by poor achievement, low motivation, feelings of inadequacy, and impaired interpersonal relationships.

The COMMITTEE identified 11 students as participants in this behavioral categ y through use of the following selection criteria:

1. The drug user identified himself by personal admission in small group "rap-sessions."
2. The drug user was returning from the Crittendon Rehabilitation Center (see Appendix L.1).

Although 11 students were identified initially to participate in the program, only 9 actually began the program and completed the school year. Two students were returned to the rehabilitation facility.

The specific objectives regarding expected behavioral changes for these nine students are as follows:

1. 25% of the students in this category will make the following adjustments in school.
   A. These students will improve their daily attendance pattern in each class by 25% each day.
   B. These students will reduce their abuse of lavatory privileges by 50% as measured by each teacher's record of excused absenses for use of the lavatory.
   C. These students will improve in their basic skill development in reading and math by showing a gain of 6 months on the Criterion Test of Basic Skills.
   D. These students will improve their academic performance by one letter grade per subject in the final grade report.
   E. These students will show a decrease of 25% in such unacceptable behavior as smoking in lavatories, fighting, and verbal altercations with

2. These students will gain factual information about the use and abuse of drugs.
3. These students will show a positive attitude toward the drug rehabilitative category of this practicum as measured by responses on student evaluation forms.
4. These students will show a decrease of 25% in their use of drugs.

REHABILITATIVE PROGRAM ADJUSTMENTS

The students in this category were counseled daily by staff from both the Rehabilitation Center and the school. These nine students became involved in the COOPERATIVE DRUG EDUCATION PILOT PROJECT (see Appendix D. 3.). They participated in many activities which gave them factual knowledge of the physiological, psychological, and sociological causes and effects of drug abuse. As part of the DUPONT RESOURSES PROGRAM (see Appendix D.2.) these nine students were involved in experiments at the Medical Examiner's Office. Each student was required to carry a Progress Form (see Appendix G. 2.) to each class for teacher comments regarding the child's daily adjustment in school. At the end of the school year the students completed a Drug Information Questionnaire developed by the author and Dr. Robert Simon of ICI (see Appendices L. 2. and L. 3.).

FORMATIVE EVALUATION AND DISCUSSION OF THE BEHAVIORAL CHANGES OF STUDENTS IN THE DRUG-RELATED BEHAVIOR CATEGORY

TABLE 7.0

YEARLY ATTENDANCE PATTERN

No. Students	Mean Yearly Attendance 1976-77	Mean Yearly Attendance 1975-76	Mean Gain
9	105 days	88 days	17 days

The identified students attended school an average of 17 days more often than during the 1975-76 school year. However, these students were absent on the average of 75 school days during the 1976-77 school year.

TABLE 7.1

DAILY CLASS ATTENDANCE PATTERN

No. of Students	Daily Class Attendance 1975-76	Daily Class Attendance 1976-77	Gain
9	3/6	5/6	2 classes/day

During the 1976-77 school year these students attended 5 of 6 classes on the days in which they were present in school. This is an average increase of 2 classes per day. However, these students still failed to attend classes one period per day or 1/6 of their instructional time.

TABLE 7.2

LAVATORY REQUESTS PATTERN

Requests/Day 1975-76	Requests/Day 1976-77	Net Change	% Change
54	28	26	48%

The teachers' records indicated a 48% reduction in requests to use the lavatory during class time. However, no records were kept of students who used the lavatory during the passing of classes.

TABLE 7.3

CRITERION TEST OF BASIC SKILLS (Reading)

No. Tested	Pre-Test Mean Grade Equivalent	Post-Test Mean Grade Equivalent	Mean Gain in Reading
9	5.2	5.7	.5

The average gain in reading represents about 5 months growth. It should be noted that the intensive counseling often usurped instructional time in the Basic Skills Lab.

TABLE 7.4

CRITERION TEST OF BASIC SKILLS (Mathematics)

No. Tested	Pre-Test Mean Grade Equivalent	Post-Test Mean Grade Equivalent	Mean Gain in Mathematics
9	5.3	5.8	.5

The average gain in mathematics represents about 5 months growth per child.

TABLE 7.5

ACADEMIC PERFORMANCE

Mean Grade Point Average 1975-1976	Mean Grade Point Average 1976-1977	Mean Change in Grade Point Average
1.2	1.8	.6

The students in this category did not improve their performance by one letter grade as stated in the objectives for this category. Attendance, poor test performance, and irregular completion of assignments prevented growth on this measurement of achievement.

TABLE 7.6

CUMULATIVE BEHAVIORAL INCIDENTS

Unacceptable Behavior 1975-1976 (No. of Incidents)	Unacceptable Behavior 1976-1977 (No. of Incidents)	Net Change
63	11	52

There was a dramatic reduction in incidents of unacceptable behavior on the part of students in this category. The reduction was most likely the result of daily counseling sessions which limited to some extent many interpersonal contacts.

TABLE 7.7

CCOPERATIVE DRUG PILOT PROJECT

(see Appendices L. 2. and L. 3.)

No. Tested	Factual Information Positive Responses	Attitude/Program Positive Responses	Attitude toward Counseling (Positive Responses)
9	9	9	9

Every student in the program felt that he had gained factual information about drug usage. Every student displayed a positive attitude toward the program particularly the variety of instructional methods used during the course of the year. Every student responded in the positive manner to the counseling sessions held throughout the school year.

TABLE 7.8

CHANGE IN DRUG USAGE

Number 1975-76	No. September 1976-77	*Net Change	Number May 1977	**Net Change
11	9	2	6	3

* These two students were returned to state institutions.

** This figure is based upon confidential statements by all students regarding their use of drugs. Three students indicated that they were no longer involved with the use of drugs.

SUMMATIVE EVALUATION OF TWO-YEAR INDIVIDUAL PRACTICUM

This practicum set out to develop a feasible approach for modifying the behavior of students who were placed in 6 major behavioral categories. The first conclusion of this summative evaluation is that teachers and other adults in the school setting improved their perception of the problem student. This student is no longer seen as just a "behavior problem" or a "disciplinary case." Since these teachers are now able to conceptualize cause and effect relationships for each of the behavioral categories, they are in a much better position to cope with these types of students. ADULT PERCEPTIONS OF IRRESPONSIBLE BEHAVIOR WERE CLARIFIED AND CODIFIED IN THIS PRACTICUM.

This practicum implemented a rehabilitative process for handling problematic behavior. The basic steps of (1) CONCEPTUALIZATION (2) IDENTIFICATION (3) CATEGORIZATION (4) REHABILITATION and (5) EVALUATION can be used in any school setting where similar problems occur each day. The middle school staff understood the process and supported it because it was a comprehensive attempt to alleviate problematic situations.

COMMUNITY RESOURSES were utilized in a cooperative manner to improve student conduct. There was a total effort to work with the problem child at home, in school, and in the community. Many positive relationships were established with a variety of community agencies who were interested in providing programs for youth. One of the side effects of this practicum was the establishment of a SUMMER TEEN RECREATION CENTER at Bayard (see Appendix M.1.). This program is the result of opening lines of communication with the Wilmington Police Departmen'

The TITLE VII READING AND MATH LAB was able to focus upon

skill development for children who have experienced failure and frustration in school. In this setting they were able to work on achievement and motivation in an individualized program (see statement in Appendix M. 2.).

Another side-effect of the practicum was the writing of a proposal for a HOME MECHANICS COURSE to be included in the Unified Arts curriculum. This proposal is the direct result of needs stated by children who participated in the practicum (see Appendix M. 3.).

One of the major accomplishments of the practicum was the reduction of serious incidents from 59 to 18 during the 1976-77 school year (see Appendix A. 1.). This dramatic reduction is the result of intensive efforts to modify the behavior of the participants in this practiucm. Although this practicum could not control the growth and maturity variable, the changes in behavior were certainly influenced by the rehabilitative process described in this practicum.

Another major achievement of this practicum is the reduction in the number of student suspensions for disruptive behavior. Ninety-eight (98) students were suspended at least one time during the 1975-76 school year. Twenty-four (24) students were suspended at least one time during the 1976-77 school year. This decrease is the result of the development of alternative approaches for dealing with the typically disruptive child.

Vandalism costs were reduced during the 1976-77 school year. Total vandalism costs for the 1975-76 school year were $5800.00. An estimated cost of repairs caused by vandalism for the 1976-77 school year is $3200.00. This reduction of $2600.00 is the result of the comprehensive supervision and treatment of the participants in each behavioral category.

Court referral and arrests for the 1976-77 school year decreased from 38 to 4 because of the in-house counseling services provided for those students who generally need Family Court services. This reduction is especially significant since there has been an 11% increase in juvenile crime during the past two years as revealed by police statistics for the Wilmington area.

Another side-effect of the implementation of this practicum is the general improvement of record-keeping on the part of all professional and para-professional personnel. More detailed information was available upon request for each of these students. Professional teachers knew more about the students other than their cognitive development levels.

This practicum provided a vehicle to work toward district-wide goals regarding attendance of students and staff, improvement of basic skill development, and improvement of the school learning climate. Although the students did not achieve the predicted growth in each behavioral category, they did make progress in each of the measurable changes.

In summary, there are clear-cut positive effects of this practicum upon the participants in each behavioral category. The effects of this rehabilitative process can be measured in terms of each child's personal and educational development, his teachers perception of him, his peers' perception of him and his self-perception. However, the manner in which the child himself functions in his school setting is probably the best measure of the success of this practicum. A variety of sources of data show decreases in disruptive behavior, increases in productive behavior, an improvement in social skills with peers and adults, more appropriate affective expression, and an improvement in educational achievement.

DISSEMINATION OF RESULTS:

The basic conceptual framework for the MODEL REHABILITATIVE PROGRAM was discussed in the MAY 1977 issue of the CROFT LEADERSHIP ACTION FOLIO 101. The ADAPTIVE BEHAVIOR MODEL will be published in the MARCH 1978 issue of the NASSP BULLETIN.

Dr. Fleming

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, DELAWARE

August 13, 1976

SECONDARY EDUCATION

SERIOUS INCIDENTS

From October 29, 1975 - To May 27, 1976

SCHOOL	PERSONAL INJURY	DISRUPTIVE BEHAVIOR	VANDALISM	ASSAULT	CHILD ABUSE	BURGLARY	DRUG/ ALCHOHOL ABUSE	OTHER*	TOTAL
Bancroft	8	2	3	3	0	0	0	9	25
Bayard	7	10	9	17	0	0	1	15	59
Burnett	23	5	1	9	0	2	0	7	47
Warner	1	0	0	1	0	1	0	2	5
P.S. duPont	2	0	0	0	0	0	0	1	3
Howard C.C.	9	2	0	3	0	3	0	13	30
Wilm. High	1	7	0	4	0	6	0	7	25
D.A.P.I.	0	0	0	0	0	0	0	2	2
Skills Center	0	0	0	0	0	2	0	1	3
TOTALS	51	26	13	37	0	14	1	57	199

cc: Dr. Minter
Cabinet Members
Secondary Principals

*Includes bomb threats, false fire alarms, loitering, etc.

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Appendix A.1.

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ADULT PERCEPTIONS OF [illegible]
ADOLESCENT BEHAVIOR PATTERNS

Description of Adolescent Behavior Patterns.	Causes and effects upon school enviroment? (Achievement, Self-image, Attitude, Inter-personal Relationships)	Rehabilitative Plan what adjustments can be made to deal effectively with these patterns? (Environment, Curriculum, Personality)
1. Dependent		
2. Truant		
3. Delinquent		
4. Aggressive		
5. Emotional (Unstable)		
6. Immature		

Appendix B.

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, DELAWARE 19899

RECEIVED
NOV 1 1976

INTERDEPARTMENTAL MEMORANDUM

JOSEPH E. JOHNSON
ASSISTANT SUPERINTENDENT
INSTRUCTIONAL SERVICES

DATE October 28, 1976

TO: Secondary School Principals

FROM: Joseph E. Johnson

SUBJECT: Instructional Bulletin No. 4

Octbber Attendance Sheets: All classroom attendance sheets for the month of October must be collected from each teacher and forwarded to the Office of the Assistant Superintendent on or before November 5, 1976.

Unit Audit: The name of each student who was removed from your attendance rolls by the auditors should be submitted to the Office of Research on or before Monday, November 15. A brief justification should be given for reconsideration by the auditors. Illness, personal leaves and other reasons are justifiable reasons why students were absent at the end of September. We will fight hard to get every student's name back on the rolls if we have a legitimate reason for taking credit for these students.

Observations and Evaluations: Be prepared for an announcement requesting a calendar of the scheduled observations of teachers in your building. It is expected this calendar will be due in the Office of the Assistant Superintendent on or before Friday, November 19. Additional information will be sent.

Post Test CTBS: Each principal is reminded to use every opportunity to remind teachers that we are working toward increased achievement of the basic skills. Teachers are to be reminded to use the formats used in the testing manuals on classroom tests. Additional copies of the testing manual are available in this office, one copy should be placed in every faculty room for inspection by teachers. In most instances, teachers have personal copies of this manual. There are not enough copies presently to give all of the teachers in each school an individual copy. Mrs. Harrison is working on the revision of the manual and additional copies will be printed in the very near future.

JEJ:fs
cc: Dr. Minter
Executive Cabinet Members

JAN 27 1977

WILMINGTON PUBLIC SCHOOLS

WILMINGTON, DELAWARE 19899

INTERDEPARTMENTAL MEMORANDUM

JOSEPH E. JOHNSON
ASSISTANT SUPERINTENDENT
INSTRUCTIONAL SERVICES

DATE Jan. 25, 1977

TO: All Principals

FROM: Joseph E. Johnson

RE: District Goal - Attendance

The high priority goal of student attendance is the most measurable and most often reviewed goal on the list of goals for 1976-1977. At the end of the second month of the school year, we were very much on target and moving in the right direction. At the end of December, the fourth month of the school year, we were still within striking goal of showing improvement in the area of student attendance.

January with its cold, snowy days has played havoc with our target. Because of this serious drop, each principal will have to work extremely hard in order to get the overall attendance percentage back up to a level that will permit you to show a gain by the end of the school year.

Attendance for the months of February, March and April will be reviewed at executive session of the Board of Education. Principals of schools with attendance below 9 percent will be required to forward an explanation to the attendance office or report to the superintendent and the board. The principals of these schools will be asked to identify the process used to reach the goal identified by the Board of Education.

Each secondary school received a copy of a suggested plan for improving the attendance in the building. On or before March 1, 1977 each secondary principal is to submit a report to this office indicating progress gained in the program. The report is to show the total phone contacts and personal contacts made by the staff, the number of students who have shown improved attendance, and a summary of the effectiveness of the program.

If a secondary principal is not using the suggested attendance program, a description and a summary of the effectiveness of the program being used in the building will be submitted in place of the above mentioned report.

Attendance with its numerical results is the one district goal that is easiest to measure and most frequently reviewed by all persons concerned. Each principal is directed to take a personal interest in the supervision in the management of the attendance program in the building. A follow-up report will be requested for May 1 and June 15.

JEJ:lbs

cc: Dr. Minter
Cabinet Members
Mr. Wallace

Enclosures

OBJECTIVES	ACTIVITIES Revised 6-13-75	EVALUATION
1. At the conclusion of the project period (July 1, 1975 - June 30, 1976) 85% of the students in the several schools who are directly served in remediation of math and reading, will gain at least 1.0 years in achievement as measured by the C.T.B.S.	1. All of the activities specified below shall be in addition to those already operational, funded locally and under the various state and federal allocations.	1. Administration of the appropriate level of the Comprehensive Test of Basic Skills with a September, 1975 pre-test and an April, 1976 post-test will provide the data verification.
.1 Tests administration will be coordinated with the Office of Research.	1.1 The project director shall provide administrative control and direction of the project such that 1/3 of that person's salary shall be apportioned to Pilot, Bilingual. A secretary shared between the Pilot and Basic Projects will provide services at 1/2 time for each of Basic and Pilot Projects.	
.11 The student population designated for the special assistance will be those most severely deficient in achievement as follows: Bayard - 120 in each of the 6th, 7th, and 8th grades for a total of 360. Cool Spring - 200 of the 2nd and 3rd grade students. Highlands - 100 of the students from grades 3, 4, and 5. Lore - 250 students from grades 3, 4, and 5.		

Appendix D. 5.

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OBJECTIVES	ACTIVITIES	EVALUATION
	1.2 The Systems 80 Lab will be set up in each of the project schools with instructional materials in reading and math.	1.2 Teacher evaluations will be made on a continuing basis to assure student progress. Testing is based on Systems 80 achievement of sequential objectives--criterion referenced.
	1.21 Each student in the project will receive not less than 20 minutes for reading and 20 minutes for math each day. This will be directed by a Resource Teacher who will provide liaison with the regular reading and math teachers. The operational aspect of the reading/math center will find the Students being guided and assisted by a paraprofessional aide as well.	
	1.22 The teachers will, by use of the system (and prior inservice time)--Diagnose, Pre- and Post-test each unit, prescribe lessons individually, teach the prescription, and maintain an ongoing record of progress.	
	1.23 Staffing will include: Bayard - 1 Resource Teacher, 3 aides Cool Spring - 1 Resource Teacher, 2 aides. Highlands - 1 Resource Teacher, 1 aide Lore - 1 Resource Teacher, 3 aides.	

Administrative Costs:
(Includes all Objectives)

Computer time	$	625.00
Extra phone		400.00
Post. e		500.00
Xerox copier use		
Extra labor cost:		
Personnel clerk, business office clerk		3,500.00
Printing of specific materials		600.00
1 Project Director 1/3 time	$	8,500.00
Secretary, 1/2 time		4,000.00
Travel-Director, Coordinator*		550.00

*Travel at 10¢/mile + per diem to regional conferences.

Cost Estimates

4 Resource Teachers @ $14,300	$ 57,200.00
9 Paraprofessional aides @ 6,300	56,700.00
	$113,900.00
System 80:	
8 units at Bayard X $550.00	$ 4,400.00
180 software units X $40	7,200.00
Special testing 180 X $5	900.00
5 units at Cool Spring X $550	2,750.00
100 software units X $40	4,000.00
Special testing 100 X $5	500.00
6 units at Lore X $550	3,300.00
125 software units X $40	5,000.00
Special testing 125 X $5	625.00
3 units at Highlands X $550.00	1,650.00
50 software units X $40	2,000.00
Special testing 50 X $5	250.00
Summer inservice:	
22 teachers X 5 days X 6 hrs./day X $6./hr. (Resource teachers and classroom teachers)	3,960.00
9 paraprofessionals, X 5 days X 6 hrs./day X $3/hr.	810.00
3 consultant days for inservice (fees + per diem + travel)	450.00

OBJECTIVES	ACTIVITIES	EVALUATION
At the conclusion of the Project Period (July 1, 1975 - June 30, 1976) 80% of the students directly involved in Career Development Program will demonstrate statistically significant gains in career information and self-concept improvement.	2. For the three elementary schools, Cool Spring--Lore--Highlands, the series of video cassettes distributed by AIT will be the curricular basis for the Career Development Program. A summer inservice is necessary plus presentations to parents and community during the school year. 2.1 Operationally the program for the three elementary schools requires a Career Education Guidance Counselor assisted by one careers paraprofessional who will spend 18 weeks at Loro, 9 weeks at Cool Spring, and 9 weeks at Highlands presenting the video-cassettes with follow-up instructional periods for the selected students. At each school, a parent--staff--community orientation program will be presented. TV monitors will be provided by the several schools while the video-cassettes and video-cassette player will be provided by the Project.	2. Measurement of the Career Information will be based on pre-and post-tests developed by Agency for Instructional Television (Bread and Butterflies). Self-concept will be evaluated by the survey (pre and post) developed by Instructional Objectives Exchange.

Appendix D. 5.

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Appendix D. 5.

Cost Estimates:

1 Career Counselor	$14,500.00
1 Paraprofessional aides	6,300.00
17Videocassettes - Bread and Butterflies10 X $125	1,250.00
Inservice, Summer	
2 x 5 days x 6 hrs./day x $6 hr. (teacher)	360.00
2 x 5 days x 6 hrs./day x $3 hr. (paraprof)	180.00
4 Parent Orientation Sessions x $100 each	400.00
MIND Tool Technology Lab	
10 Assessment Systems x $100 each	$ 1,000.00
6 Carrels x $295 each	1,770.00
3 Repeat units x $135 each	405.00
6 Headsets x $15 each	90.00

OBJECTIVES	ACTIVITIES	EVALUATION
. To reduce truancy, absenteeism, and tardiness during the Project Period (September, 1975 -June, 1976) by 25% among 85% of the selected students.	3. In each of the Project Schools there will be a trained Home Visitor Paraprofessional who will provide a link between the home and school by providing individual and group contacts with the designated parents and students. These services will provide visits, individual and group counseling, problem referrals, and special workshops for parents in how to deal with the special needs of children.	3. Verification of improvement in absenteeism and tardiness will be based on records maintained by the District's attendance office.
.1 The achievement of this major objective will also result, among the same students, a statistically significant improvement in attitude toward school by 85% of the students. 11 The students selected will be those with records of chronic absenteeism, truancy, and tardiness as indicated by 1974-75 data. Bayard - 100 students Cool Spring 50, Highlands 50, and Lore 100 students.	3.1 The selected services will be provided by a team of 3 Home Visitor, paraprofessionals sharing their services: 1 Full-time - Bayard 1 Full-time - Lore 1/2 time - Highlands 1/2 time - Cool Spring Additionally, there will be 8 monthly workshops at each of the 4 schools conducted by specialists in child-family-school relationships for the concerned parents in each school community.	3.1 Attitude Toward School Survey, (Instructional Objectives Exchange) will be administered on a pre- and post-basis - September, 1975 and May, 1976
ost Estimate		
3 Home Visitor Paraprofessional Fringes (approximately 2 %)	@ $7,500	$22,500.00 6,100.00
Summer Inservice 3 paraprofessionals x 5 days x 6 hrs./day x $3/hr Consultant inservice 5 x $125		270.00 625.00
Travel for 3 home visitors @ 10¢ mile		375.00
Monthly Parent Workshops 4 x 4 each school x $200		3,200.00

OBJECTIVES	ACTIVITIES	EVALUATION
4. To use Art and Photography to improve self awareness, ethnic awareness, and occupational awareness of 40 Middle School Students.	4. The selected students will be directed by an Artist Specialist during part of each of 140 school days based on the theme: Man/Image Maker.	4. Students will be surveyed on a pre- and post-test basis by the 10X, Self Concept Survey (September, 1975, May 1976).
.1 To provide a nucleus of such students so that 85% will show significant self-concept gains, 85% will demonstrate knowledge of at least 6 ethnic groups, and 85% will become aware of career opportunities in Arts and Humanities.	4.1 By utilization of the Unified Arts Curricular Support, the artist specialists and the students in small groups will develop activities using art and photography techniques. The school environment will be the initial focus which will then expand to the greater Bayard Community in pursuit of ethnic roots. Visits will be made to feeder elementary schools and commercially operating art and photography establishments. Instruction will involve supervised hands-on experience with all phases of the photography process.	4.1 Ethnic and career awareness will be measured by teacher constructed tests developed by the Unified Arts Team and their respective supervisors.
	Cost Estimate Supplies/materials 40 x $40 Student trips 40 x $5 (for year)	$1,600.00 200.00

Appendix D. 5.

SPECIAL EVALUATION FACTOR FOR TOTAL BASIC PROJECT

10 Consultant days in January, 1976 for Formative Evaluation of all components (External Evaluation) (includes fees, travel, per diem, report)	$1,000.00
20 Consultant days in May, 1976 for Summative Evaluation of all components (External Evaluation) (includes fees, travel, per diem, report)	$1,000.00

Appendix D. 5.

83

INTERDEPARTMENTAL MEMORANDUM

DATE November 14, 1974

TO: Mr. Jimmie V. Morris
Administrative Director of Secondary Education

FROM: Mr. David H. Moyer, Assistant Principal, Bayard Middle School
Mrs. Anne Kerstetter, Supervisor of Home Economics
Mr. Robert Moore, Supervisor of Art

RE: Request for Artist-in-Schools Program at Bayard Middle School, 1975-76

The following proposal is submitted on behalf of the Art and Home Economics Team in the Bayard Unified Arts Program.

This project would directly involve at least 80 students during the year and could serve as a pilot for the design of similar projects in other schools. It was designed by Mr. Percy Ricks, Art Teacher at Bayard.

The major purpose of this project is to provide a rich educational experience for middle school students which will afford them much needed opportunities to explore their mental, physical and social growth in a way that will help each child to gain self-awareness and formulate a positive concept of self.

The project is designed to coordinate the talent and experience of artist and teacher as a means of achieving "life-enriching" experiences for the child. The activities would be incorporated into the Unified Arts schedule - requiring no special changes.

Specific activities would include:

1. Problems involving personal grooming for each student.
2. Problems involving the design and construction of wearing apparel for each student.
3. Problems which permit students to use photographic equipment to express ideas and attitudes about:
   a. Their home environment
   b. Their school
   c. Their own image
   d. Other relationships (social and personal)

In the above activities, students would learn many different skills and gain new insight to a variety of vocational fields.

Staff Needs:

Art Teacher - Unified Arts Team
Home Economics Teacher - Unified Arts Team
Artist-in-Schools:
Mr. Eric Robinson, Photographer
2115 Washington Street
Wilmington, Del. 19802
Phone 652-1787

Funds Needed:

$6,100.00	District share of matching funds with the National Endowment for the Arts - Artist-in-Schools Program
3,300.00	Cost of Materials and Equipment: Most of this would be used to provide Basic photographic equipment for the Bayard Photo Lab. This facility was never equipped after it was built.
$9,400.00	Total Cost

w

cc: Mr. Morton Witlin
Mr. Percy Ricks
Mr. Luis Mendez
Mr. William Young

PROPOSAL BAYARD SCHOOL UNIFIED ARTS

PROJECT: Man/Image Maker: Art and Photography

PURPOSE AND INTENT:

1. Use of Art and Photography to investigate, discover, and develop a more positive awareness of self, community and school environment.

2. Use of Art and Photography to involve each individual in creating a new dimension as a source for enrichment of personal verbal expression.

3. Use of Art and Photography to motivate a more positive, sensitive and creative avenue for communication between people of different ethnic backgrounds.

4. Use of Art and Photography to build a sense of self-pride and dignity to be found in ethnicity without the traditional biases being utilized as a cultural standard.

5. Use of Art and Photography to increase awareness of occupational possibilities for the future.

APPROACH:

1. Students, with assistance of staff - composed of Art Instructor, Home Economics Instructor, and Photographer, will structure a series of creative experiences involving school and community as resources for original art work.

2. Focus will be upon sharing similarities as well as differences found in ethnicity. Objective is to create a vehicle for more positive communication and understanding involving the minority residents who are migrating into a predominately non-minority community.

EVALUATION:

1. Use of public mass media, Channel 5, Cable T.V., Channel 12, and local newspaper as current input into the community on a scheduled basis.

2. Structured projects as culminating activities: Fashion Show/Art Exhibition and Seminar/Workshop.

Appendix D. 6.

BASIC EQUIPMENT FOR SIX TO EIGHT PERSON LAB

ITEM	QTY	DESCRIPTION	PRICE
1.	6	Camera - Canon TLB	$ 1319.76
2.a.	3	28mm Wide Angle Lenses (F2.8)	329.94
2.b.	3	135mm Telephoto Lenses	254.94
3.	2	Omega D-22 Enlarger w/50 and 75mm lenses and carriers for these lenses.	351.96
4.	2	Time-O-Lite Professional D-72 Timer	99.96
5.	2	Wall Timers - Time-O-Lite EZC-73	69.96
6.	4	4 in one type 8" x 10" Enlarging Easel	39.92
7.	10	11 x 14 trays	68.50
8.	10	20 x 24 trays	170.00
9.	2	Kodak Printwash Siphon	20.40
10.	8	Patterson System 4 Universal developing tank with extra reel (for 2 35mm rools at once once)	95.84
11.	1	Patterson System 4 Universal Developing tank with reels	38.25
12.	1	Automatic Negative Cleaner (Dust and Static) Kodak	273.00
13.	1	76" x 6" x 6" Film Dryer (Jo-Bo)	108.00
14.	6	Kodak Process Thermometer	9.00
15.	3	Kodak Adjustable Safelight Filters for above 6.00 ea. No 7 filter for above 13.00	75.00
16.	1	Seal Model 160 Drymount press	205.00
17.	1	Premier 24" x 24" papercutter	39.98
18/	2	Arkay Mixing Vats (5 gals.)	39.96
19.	3	Microsight II Grain Focusing Aid	81.00
20.	2	Proof Printer	30.00
21.	1	Printz Rotary Dryer	199.95
		TOTAL	$ 3920.88

WILMINGTON PUBLIC SCHOOLS
P. O. BOX 809
WILMINGTON, DELAWARE
DR. EARL C. JACKSON, SR., SUPERINTENDENT

LUIS MENDEZ
BILINGUAL EDUCATION COORDINATOR

1400 WASHINGTON STREET
TELEPHONE 420-7583
AREA CODE 302

November 15, 1974

Mr. Robert Moore
Supervisor of Art Education
Wilmington Public Schools
1400 Washington Street
Wilmington, DE 19801

Dear Mr. Moore:

Having read the proposal for an Artists in Schools Program at Bayard Middle School, I would like to offer my strongest recommendation for its acceptance.

Experiences of this nature involving children of various cultural heritages can only serve to strengthen the Bilingual Program.

Sincerely,

Luis Mendez
Bilingual Education Coordinator

LM:leg

WILMINGTON PUBLIC SCHOOLS
P. O. BOX 809
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BILINGUAL EDUCATION COORDINATOR

1400 WASHINGTON STREET
TELEPHONE 420-7583
AREA CODE 302

November 15, 1974

Mr. Robert Moore
Supervisor of Art Education
Wilmington Public Schools
1400 Washington Street
Wilmington, DE 19801

Dear Mr. Moore:

By means of this letter I would like to affirm my support for the Artists in Schools Program at Bayard Middle School.

Having read the proposal with interest and enthusiasm, I believe it would complement and reinforce the Bilingual Multicultural Curriculum.

The formulation of a positive self-concept, which is one of the major goals of Bilingual Education, would be enhanced by the experiences proposed.

Sincerely yours,

Pamela de Inga

Pamela de Inga
Curriculum Specialist

PdI:leg

Appendix D. 6.

To: Unified Arts Staff
(Bayard Middle School)

DATE March 4, 1975

From: Anne P. Kerstetter

You are to be congratulated for the program which you presented and which I was fortunate to view and hear on Friday, February 28, 1975 at Bayard Middle School Auditorium with Mr. Eric Robinson.

It was a most worthwhile professional program on photography and career education as well as a learning experience for middle school children in listening and viewing through an art experience.

Keep up the good work.

vsh

cc: Mr. Young
Mr. Morris
Mr. Moore
Mr. Moyer

WILMINGTON PUBLIC SCHOOLS
Wilmington, Delaware

February 16, 1976

POSITION: Photographer-in-Residence at Bayard Middle School

DESCRIPTION: Full-time position for the last four months of this school year.

RESPONSIBILITY: In the performance of his/her duties, the Photographer in-Residence is directly responsible to the Principal of Bayard Middle School.

QUALIFICATIONS:
1. A professional photographer.
2. Status as an exhibiting artist/photographer.
3. Photographer with the capability of using the media as a means of articulating humanistic values.
4. Should be certifiable as a trade and industrial teacher.

DUTIES:
1. To work in cooperation with the Unified Arts Team of Bayard Middle School.
2. To adjust activities under guidelines set by the Bayard Unified Arts Project - "Man - Image Maker".
3. To lead middle school students (grades 6-8) in a series of photography workshops. The site of this activity would range from the school's photography laboratory to the various neighborhoods of the students.
4. To teach Bayard students the technical processes of photography needed to fulfill objectives of "Man - Image Maker".
5. To teach students the use of photography as a means of expression and communication.
6. To arrange an exhibition of student work done in the workshop (at the end of the year).
7. To work according to a schedule which approximates that of a full-time teacher. Some flexibility will be permitted to compensate for late afternoon activities and work in the community.

SALARY: As per district teacher's schedule and restrictions of ESAA Title VII budget.

EFFECTIVE DATE: March 16, 1976

APPLY TO: Personnel Office
1400 Washington Street
Wilmington, Delaware 19899

CLOSING DATE FOR APPLICATIONS: February 27, 1976

kh:

TO: Title VII Staff

FROM: Mrs. Gail Covelli

RE: In Service Workshop

DATE: August 23-27, 1976

PLACE: Bayard Middle School

Monday, August 23, 1976

9 a.m. - 3 p.m.
(entire Title VII Staff)

Interpersonal Relationships
Luis Rolon,
Counselor, Educational Specialist
Capital School District
Dover, Delaware

Tuesday, August 24, 1976

9 a.m. - 12 noon
(for teachers and para professionals)

Reading Workshop
Jim Schoeninger,
Reading Specialist,
Wilmington Public Schools

Wednesday, August 25, 1976

9 a.m. - 12 noon
(for teachers)

Mathematics Workshop,
Systems 80

Thursday, August 26, 1976

9 a.m. - 3 p.m.
(for teachers and para professionals)

Introduction to and review of Supplementary Materials

Friday, August 27, 1976

9 a.m. - 12 noon
(for teachers)

Management and Organization

* Early bird Coffee - 8:30 a.m. - 9 a.m.

* Note: Please call the Title VII Office 429-7455 (by August 16th) indicating whether you will attend.

bah

CRITERION TEST OF BASIC SKILLS

ARITHMETIC

Name _____ School _____ Date _____ (Year) _____ (Month)

Birthdate _____ (Year) _____ (Month)

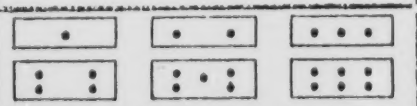
Teacher _____ Evaluator _____ Age _____ (Year) _____ (Month)

	Numbers and Numerals					Addition			Subtraction			Multiplication		Division		Money Meas.		Telling Time		Symbol Operation	Fractions			Decimals & Percents		
	Correspondence	Sequencing Numbers	Sequencing Numerals	Reading Numerals	Printing Numerals	One Digit	Two & Three Digit (No Regrouping)	Two & Three Digit (Regrouping)	One Digit	Two & Three Digit (No Regrouping)	Two & Three Digit (Regrouping)	One Digit	One & Two Digit Combinations	One Digit	Two Digit	Recognition	Coin Value	Hour & Half Hour	Intervals		Identification	Improper Fractions	Add & Subtract	Decimals to Percent (and vice versa)	Placing Decimals	Conversions
Mastery Level 90% - 100%	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Instructional Level 50% - 89%	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Frustration Level 0 - 49%	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

NOTES:

[Use Reverse Side for Recommendations]

ARITHMETIC ASSESSMENT RECORD

	SKILL AREAS and OBJECTIVES	DIRECTIONS and MATERIALS	RESPONSES (CIRCLE CORRECT RESPONSES)	NUMBER OF CORRECT ITEMS: Frustration Level 0 - 49%	Instructional Level 50 - 89%	Mastery Level 90 - 100%
I. COR-RESPON-DENCE	COUNTING The student will count 20 circles in a row while pointing to them.	DIRECTIONS: "Count these out loud while you point to them." Materials: Card 1	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20	0 1 2 3 4 5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20
II. NUMBERS and NUMERALS	A. SEQUENCING NUMBERS The student will order six randomly placed flash cards.	DIRECTIONS: "Put these cards in order from the smallest to the biggest." (Present in random sequence). Materials: Card 2		0 1 2	3 4 5	6
	B. SEQUENCING NUMERALS The student will order twelve randomly placed flash cards.	DIRECTIONS: "Put these cards in order from the smallest to the biggest." (Present in random sequence.) Materials: Card 3	1 2 3 4 5 6 7 8 9 10 11 12	0 1 2 3 4 5	6 7 8 9 10	11 12
	C. READING NUMERALS The student will read aloud a series of numerals.	DIRECTIONS: "Say these aloud." Materials: Card 4	1 2 3 4 5 6 7 8 9 10	0 1 2 3 4	5 6 7 8	9 10
	D. PRINTING NUMERALS The student will print a series of numerals after hearing them read.	DIRECTIONS: "Listen to the numerals I read and then write them on your paper." Materials: Paper and Pencil	2 4 7 3 10 13 26 34 121 106	0 1 2 3 4	5 6 7 8	9 10
III. ADDITION	A. ONE DIGIT NUMBERS The student will correctly add one digit numbers.	DIRECTIONS: Say "Add these five problems." Point to the first problem on the problem sheet. Materials: Problem Sheet III A	3 6 8 13 17	0 1 2	3 4	5
	B. TWO and THREE DIGIT NUMBERS: NO REGROUPING The student will correctly add two and three digit numbers.	DIRECTIONS: Say "Now add these five problems for me." Point to the first problem on the problem sheet. Materials: Problem Sheet III B	23 36 52 97 154	0 1 2	3 4	5
	C. TWO and THREE DIGIT NUMBERS: REGROUPING The student will correctly add two and three digit combinations.	DIRECTIONS: Say "Add these five problems for me, please." Point to the first problem on the problem sheet. Materials: Problem Sheet III C	35 48 140 732 1058	0 1 2	3 4	5
IV. SUBTRACTION	A. ONE DIGIT NUMBERS The student will correctly subtract one digit numbers.	DIRECTIONS: Say "Can you subtract these for me? Try it." Point to the first problem on the problem sheet. Materials: Problem Sheet IV A	0 1 3 5 7	0 1 2	3 4	5
	B. TWO and THREE DIGIT NUMBERS: NO REGROUPING The student will correctly subtract two and three digit combinations.	DIRECTIONS: Say "Subtract these please." Point to the first problem on the problem sheet. Materials: Problem Sheet IV B	5 11 23 222 173	0 1 2	3 4	6
	C. TWO and THREE DIGIT NUMBERS: REGROUPING The student will correctly subtract two and three digit combinations.	DIRECTIONS: Say "Subtract these five problems." Point to the first problem on the problem sheet. Materials: Problem Sheet IV C	4 16 33 109 469	0 1 2	3 4	5
V.	A. ONE DIGIT NUMBERS	DIRECTIONS: Say "Multiply these problems."	72	0 1 2	3 4	5

OPTIONAL

V. M C	The student can correctly multiply one and/or two digit combinations.	problems for me please." Point to the first problem on the problem sheet. Materials: Problem Sheet V B	1440 2331	1 2	4	
VI. DIVISION	A. ONE DIGIT DIVISOR The student can correctly divide when the division is a one digit number.	DIRECTIONS: Say "Can you divide these for me? Try it." Point to the first problem on the problem sheet. Materials: Problem Sheet VI A	2 4 3 13 23 R-2	0 1 2	3 4	5
	B. TWO DIGIT DIVISOR The student can correctly divide when the divisor is a two digit number.	DIRECTIONS: Say "Divide these five problems." Point to the first problem on the problem sheet. Materials: Problem Sheet VI B	2 5 11 81 100 R-5	0 1 2	3 4	5
VII. MONEY MEASUREMENT	A. CURRENCY RECOGNITION The student will be able to name each piece of currency upon seeing it.	DIRECTIONS: Say "What is this?" (Point to each piece of actual currency) Materials: Penny, nickel, dime, quarter, ½ dollar, dollar	penny · nickel · dime quarter · ½ dollar · dollar	0 1 2	3 4 5	6
	B. CENT VALUE The student will correctly state how many cents each piece of currency is worth.	DIRECTIONS: Point to each piece of currency and ask "How many pennies in this?" Materials: Same as VII A	1 cent · 5 cents · 10 cents 25 cents · 50 cents · 100 cents	0 1 2	3 4 5	6
VIII. TELLING TIME	A. HOUR and HALF HOUR The student will be able to tell time to the hour and half hour.	DIRECTIONS: Say "What time does this clock say?" Materials: Card 5	4:00 9:00 1:00 10:30 4:30	0 1 2	3 4	5
	B. FIVE MINUTE INTERVALS The student will be able to tell time to the nearest five minute interval.	DIRECTIONS: Say "What time does this clock say?" Materials: Card 6	2:45 6:15 7:05 5:50 11:35	0 1 2	3 4	5
IX. SYMBOLS	SYMBOL OPERATION The student will be able to place the correct math symbol to complete a mathematical sentence.	DIRECTIONS: Say "Here are seven math sentences with a sign missing. In the box at the top of the page are the seven signs. Place the correct sign in each small box." Materials: Problem Sheet IX	+ − = x + > <	0 1 2 3	4 5 6	7
X. FRACTIONS	A. IDENTIFYING FRACTIONS The student will be able to identify what part of a circle is shaded.	DIRECTIONS: Say "What part of this circle is shaded?" Materials: Card 7	1/2 1/4 1/3 3/4 3/8	0 1 2	3 4	5
	B. IMPROPER FRACTIONS · MIXED NUMBERS The student will be able to change improper fractions to mixed numbers and viceversa.	DIRECTIONS: Say "Change these three mixed numbers to improper fractions as in Example 1. (Point to example 1) Change these two improper fractions to mixed numbers as in Example 2. (Point to example 2) Materials: Problem Sheet X B	3/2 4/3 7/2 1-1/2 4-2/3	0 1 2	3 4	5
	C. ADDITION and SUBTRACTION The student will correctly add or subtract these fractions.	DIRECTIONS: Say "Add these fraction problems and subtract these two." Materials: Problem Sheet X C	1 1/3 2 6/11 3/8	0 1 2	3 4	5
XI. DECIMALS and PERCENTS	A. DECIMALS TO PERCENTS AND VICE VERSA The student will be able to convert a decimal to a percent and vice versa.	DIRECTIONS: Say "Change the first three decimals to percents and the last two percents to decimals. Tell me your answer." Materials: Card 8	42% 3.1% 314% .18 .095	0 1 2	3 4	5
	B. PLACING THE DECIMAL The student will correctly place the decimal in an answer.	DIRECTIONS: Say "Here are five problems. Read the answer aloud with the decimal in the correct place." Materials: Card 9	15.5 9.1 8.4 6.315 20.00	0 1 2	3 4	5
	C. CONVERSION AMONG FRACTIONS, DECIMALS and PERCENTS Convert these decimals, fractions and percents (Accept equivalent fractions)	DIRECTIONS: Say "Convert these fractions, decimals and precents to what it calls for." Materials: Problem Sheet XI C	50% .75 3/4 23% 1/3 2/5	0 1 2	3 4 5	6

INSTRUCTIONAL PLANNING SHEET

Skill Deficit Areas	Instructional Materials	Suggested Learning Activities

Post-Assessment Plans:

NAME _____ BIRTHDATE _____ AGE _____

SCHOOL _____ GRADE _____ DATE OF TEST _____

Note: SEVEN (7) errors at any given LEVEL constitutes failure at that LEVEL.

Level I	Level II	Level III
1. cat	1. nod	1. sheep
2. no	2. jug	2. each
3. red	3. get	3. third
4. see	4. sip	4. catch
5. and	5. tab	5. drank
6. you	6. sled	6. lake
7. the	7. clap	7. stick
8. we	8. ship	8. duck
9. it	9. drop	9. child
10. yes	10. think	10. bath
11. dog	11. sing	11. wash
12. big	12. little	12. puppy
13. like	13. home	13. train
14. have	14. ask	14. laughing
15. was	15. father	15. short
	16. doll	16. swing
	17. morning	17. walk
	18. pretty	18. uncle
	19. boat	19. right
	20. said	20. because
NO. OF ERRORS	NO. OF ERRORS	NO. OF ERRORS
_____	_____	_____

Level IV	Level V	Level VI
1. strike	1. ridge	1. scene
2. shook	2. frame	2. court
3. choke	3. risky	3. relation
4. hobby	4. quietly	4. noble
5. chopped	5. ditch	5. maples
6. swimming	6. trouble	6. describe
7. hiding	7. address	7. enforce
8. folded	8. heroes	8. motoring
9. studies	9. soldiers	9. relieves
10. doesn't	10. thieves	10. autograph
11. through	11. crept	11. canyon
12. climb	12. movies	12. glistening
13. listen	13. studying	13. continued
14. person	14. joking	14. trophy
15. pennies	15. ruins	15. pierced
16. ashes	16. reviewed	16. motoring
17. starting	17. sauce	17. whirl
18. age	18. business	18. ignorantly
19. dirty	19. expect	19. hastened
20. carrying	20. dismissed	20. rewarded
NO. OF ERRORS	NO. OF ERRORS	NO. OF ERRORS
_____	_____	_____

DEVELOPMENTAL SPELLING INVENTORY

Directions:

This DEVELOPMENTAL SPELLING INVENTORY is comprised of samples of several basal and linguistic spelling lists. These lists represent different spelling programs. They have been both randomly selected according to level of difficulty and general orientation and stratified in order to achieve a balance in terms of different spelling patterns, prefixes and suffixes, and configurations of words.

This INVENTORY should be added to your battery of assessment instruments. It can be used both in working with regular classroom teachers, and directly in your work with exceptional children.

Note:

---children who have difficulty in reading, as a rule, have difficulty in spelling;
---spelling errors can be diagnostic since they indicate specific problem areas by the nature of the mistakes made;
---and a spelling inventory will enable you to determine at which point screening reading inventories ought to begin...with this in mind, you should begin one level below that at which the pupil failed in spelling to test for reading,

Screening Procedures:

---for grade four and below, begin testing by administering LEVEL I spelling words;
---for fifth grade and above, begin testing with the LEVEL III spelling words;
---in giving the test, (1) SAY THE WORD...(2) USE THE WORD IN A SENTENCE ...and then, (3) REPEAT THE WORD AGAIN;
---it is important to stress to the students that even if they cannot spell a word, they should put down every sound they can think of in the word;
---to avoid frustration, a child who misses SEVEN WORDS ATA LEVEL--which constitutes failure at that level--should not be tested any further;
---therefore, if you were screening a group of children, the LEVELS should be presented a different sittings...e.g., first sitting: dictate LEVEL I and after checking the responses, there would be no need to include a child in succeeding levels of dictation who has not passed the presented LEVEL--that is, a child who has SEVEN ERRORS at any given LEVEL has failed that LEVEL.

Additional Suggestions:

---spelling screens should occasionally be given on unlined white paper...this will give you a sample of the child's handwriting which can be analyzed for good spacing, letter production, and positioning of words on a page;
---if a child is not able to spell at all, then the following readiness skills should be assessed:

---does she/he know the LETTER NAMES and SOUNDS?
---can she/he match a LETTER SOUND with its VISUAL SYMBOL?
---can she/he match a LETTER NAME with its VISUAL SYMBOL?

Programs for Exceptional Children

GRADE SCORE_____

INFORMAL READING ASSESSMENT

PUPIL:_____ BIRTHDATE:_____ AGE:_____

SCHOOL:_____ GRADE:_____ DATE OF TEST:_____

DIRECTIONS

1. This form is intended to be used for recording the pupil's responses. It is suggested that the test items (letters & words) be typed separately on 3X5 file cards for presentation to the pupil.

2. SCORING: For scoring purposes, this test is to be terminated at a level where "4 in a row" are missed. This marks the end of the test. The 4th consecutive item missed becomes the "CEILING LEVEL."

---Count up the total number of errors including the "4 in a row;"
---Subtract the total number of errors from the "CEILING LEVEL" item.
---Place a decimal point in the resultant answer and that becomes the pupil's "GRADE SCORE" on this test. Record grade score in upper right hand corner.

EXAMPLE:
---Let's assume a given pupil misses the following items: Number 6---11---14---17---18---19---&---20;
---Item number 20 becomes the "CEILING LEVEL" (Fourth Error in a Row);
---There are a total of 7 errors
---Subtract "7" from "20"---answer: 13; place a decimal point: 1.3;
---Grade score on this test becomes 1.3 (1st grade; 3rd month).

	WORD	RESPONSE		WORD	RESPONSE
1.	A		15.	big	
2.	B		16.	book	
3.	O		17.	was	
4.	S		18.	city	
5.	E		19.	eat	
6.	R		20.	him	
7.	T		21.	animal	
8.	H		22.	letter	
9.	to		23.	then	
10.	see		24.	himself	
11.	cat		25.	how	
12.	milk		26.	deep	
13.	red		27.	spell	
14.	tree		28.	between	

OVER

WORD	RESPONSE	WORD	RESPONSE
29. weather		59. threshold	
30. lip		60. participate	
31. block		61. ehtics	
32. awake		62. desolate	
33. size		63. eliminate	
34. aboard		64. triumph	
35. felt		65. tranquillity	
36. chin		66. humidity	
37. tray		67. contemptuous	
38. approve		68. alcove	
39. cliff		69. humiliate	
40. stalk		70. conspiracy	
41. split		71. aerorautic	
42. huge		72. predilection	
43. plot		73. emphasis	
44. quality		74. municipal	
45. escape		75. rescinded	
46. urge		76. luxurious	
47. collapse		77. unanimous	
48. grieve		78. intrigue	
49. abuse		79. protuberance	
50. residence		80. audacious	
51. quarantine		81. benign	
52. contagious		82. prevalence	
53. glutton		83. repugnant	
54. exhaust		84. peculiarity	
55. imply		85. rudimentary	
56. image		86. pugilist	
57. contemporary		87. mitosis	
58. theory		88. bibliography	

CRITERION TEST OF BASIC SKILLS

READING

Name_____ School _____ Date ____ (Year) ____ (Month)

Birthdate ____ (Year) ____ (Month)

Teacher_____ Evaluator_____ Age ____ (Year) ____ (Month)

	Lower Case	Capitals	Discrimination	Vowels (visual-vocal)	Consonants (visual-vocal)	Vowels (auditory-vocal)	Consonants (auditory-vocal)	Two-Letter	Three-Letter	Sequencing	Consonant Blends	Consonant Digraphs	Vowel Digraphs	Controlling *R*	Final *E*	Diphthongs	Sight Words	Lower Case	Capitals
Mastery Level 90% - 100%	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Instructional Level 50% - 89%	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Frustration Level 0 - 49%	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Letter Recognition			Letter Sounding				Blending and Sequencing			Special Sounds						Sight Words	Letter Writing	

NOTES:

[Use Reverse Side for Recommendations]

READING ASSESSMENT RECORD

	SKILL AREAS & OBJECTIVES	DIRECTIONS & MATERIALS	RESPONSES (CIRCLE CORRECT RESPONSES)	NUMBER OF CORRECT ITEMS Frustration Level 0 - 49%	 Instructional Level 50 - 89%	 Mastery Level 90 - 100%
I. LETTER RECOGNITION	A. LOWER-CASE LETTERS The student will identify the names of the lower-case letters.	DIRECTIONS: "Say the names of these letters." Materials: Stimulus Card 1	t n h a g m o b j p i f k s r l z d e w q c v y u x	0 1 2 3 4 5 6 7 8 9 10 11 12	13 14 15 16 17 18 19 20 21 22 23	24 25 26
	B. CAPITAL LETTERS The student will identify the names of the capital letters.	DIRECTIONS: "Say the names of these letters." Materials: Stimulus Card 2	T N H A G M O B J P I F K S R L Z D E W Q C V Y U X	0 1 2 3 4 5 6 7 8 9 10 11 12	13 14 15 16 17 18 19 20 21 22 23	24 25 26
	C. LETTER DISCRIMINATION The student will identify correctly formed letters.	DIRECTIONS: "When I say the name of a letter, you show me that letter in the box to which I point." Materials: Stimulus Cards 3 - 5	a s m d y p w b c g u q	0 1 2 3 4 5	6 7 8 9 10	11 12
II. LETTER SOUNDING	A. VOWELS (visual-vocal) The student will say the short vowel sounds.	DIRECTIONS: "Say the sounds of these letters." (If the student gives the long vowel sound, ask for another) Materials: Stimulus Card 6	o e i a u	0 1 2	3 4	5
	B. CONSONANTS (visual-vocal) The student will say the consonant sounds.	DIRECTIONS: "Say the sounds of these letters." Materials: Stimulus Card 7	t n h g m b j p f k s r l z d w q c v y x	0 1 2 3 4 5 6 7 8 9 10	11 12 13 14 15 16 17 18	19 20 21
	C. VOWELS (auditory-vocal) The student will give the names of the short vowels when the sounds are given.	DIRECTIONS: "When I say a sound, you tell me the name of the letter."	o e i a u	0 1 2	3 4	5
	D. CONSONANTS (auditory-vocal) The student will give the names of the consonants when the sounds are given.	DIRECTIONS: "When I say a sound, you tell me the name of the letter." (Accept "C" and "K" interchangeably)	t n h g m b j p f k s r l z d w q c v y x	0 1 2 3 4 5 6 7 8 9 10	11 12 13 14 15 16 17 18	19 20 21
ENDING & ENCING	A. TWO-LETTER BLENDING The student will blend two-letter sounds together.	DIRECTIONS: "Here you see two letters. Put them together into one sound like this." (Example) (Accept long or short vowel sounds) Materials: Stimulus Cards 8 - 9	m-a r-e s-i n-u z-o o-p i-k u-t i-d e-b	0 1 2 3 4	5 6 7 8	9 10
	B. THREE-LETTER BLENDING The student will blend three-letter sounds together	DIRECTIONS: "Here you see three letters. Put them together into one sound like this." (Example)(Accept long or short	m-a-t p-e-g s-i-p n-u-t l-o-t	0 1 2 3	5 6 7 8	9 10

III. S	C. LETTER SEQUENCING The student will identify correctly sequenced words.	DIRECTIONS: "When I say a word, you point to the right one." Materials: Stimulus Cards 12 - 14	saw top mit let mop rug	0 1 2	3 4 5	6
IV SPECIAL SOUNDS	A. CONSONANT BLENDS The student will read words containing consonant blends.	DIRECTIONS: "Read these words as I point to them." Materials: Stimulus Cards 15 - 18	bl cl fl gl pl sl sc sm sn sp st sw br cr dr fr gr pr tr tw	0 1 2 3 4 5 6 7 8 9	10 11 12 13 14 15 16 17	18 19 20
	B. CONSONANT DIGRAPHS The student will read words containing the following consonant diagraphs: th, ch, wh, sh, ph	DIRECTIONS: "Read these words as I point to them." Materials: Stimulus Card 19	th ch wh ph sh th	0 1 2	3 4 5	6
	C. VOWEL DIGRAPHS The student will read words containing the following vowel diagraphs: ay, ee, ai, oa, ea	DIRECTIONS: "Read these words as I point to them." Materials: Stimulus Card 20	ay ee ai oa ea	0 1 2	3 4	5
	D. CONTROLLING *R* The student will read words in which the "r" controls the vowel sound.	DIRECTIONS: "Read these words as I point to them." Materials: Stimulus Card 21	fur pork par dirt per	0 1 2	3 4	5
	E. FINAL *E* The student will read words in which the final "e" makes the vowel sound "long."	DIRECTIONS: "Read these words as I point to them." Materials: Stimulus Card 22	o e i a u	0 1 2	3 4	5
	F. DIPHTHONGS The student will read words containing the following diphthongs: ow, oy, ou, oi	DIRECTIONS: "Read these words as I point to them." Materials: Stimulus Card 23	ow oy ou oi	0 1	2 3	4
V. SIGHT WORDS	SIGHT WORD READING The student will read the basic 220 sight words.	DIRECTIONS: "Read these words to me as I show them to you." Materials: Use your own sight word cards or list.	Keep lists of words that are correctly and incorrectly read.	0 - 108 ☐	109 - 196 ☐	197 - 220 ☐
VI LETTER WRITING (OPTIONAL)	A. LOWER-CASE LETTERS The student will write the lower-case letters.	DIRECTIONS: "Write these letters when I say them to you."	t n h a g m o b j p i f k s r l z d e w q c v y u x	0 1 2 3 4 5 6 7 8 9 10 11 12	13 14 15 16 17 18 19 20 21 22 23	24 25 26
	B. CAPITAL LETTERS The student will write the capital letters.	DIRECTIONS: "Write these letters when I say them to you."	T N H A G M O B J P I F K S R L Z D E W Q C V Y U X	0 1 2 3 4 5 6 7 8 9 10 11 12	13 14 15 16 17 18 19 20 21 22 23	24 25 26

INSTRUCTIONAL PLANNING SHEET

Skill Deficit Areas	Instructional Materials	Suggested Learning Activities

Post-Assessment Plans:

Form PEC- PL-BR-2

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, DELAWARE

Department of Pupil Services
Programs for Exceptional Children

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BEHAVORIAL RATING-WEEKLY ASSESSMENT

STUDENT: _____ BIRTHDATE: _____ SCHOOL ATTENDING: _____

CATEGORY	RATING*
A-SCHOOL ATTENDANCE (Describe specific behavior.)	DATE ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ RATING ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
B-PEER INTERACTION/SOCIALIZATION (Describe specific behavior.)	DATE ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ RATING ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
C-TOLERANCE OF CRITICISM (Describe specific behavior.)	DATE ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ RATING ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
D-ACCEPTANCE OF POSITIVE REINFORCEMENT (Describe specific behavior.)	DATE ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ RATING ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
E-PERSONAL HYGIENE & GROOMING (Describe specific behavior.)	DATE ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ RATING ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
F-GROUP PARTICIPATION (Describe specific behavior.)	DATE ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ RATING ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

RATING KEY: 1 - SHOWS LITTLE IMPROVEMENT
2 - IMPROVING SLOWLY BUT GRADUALLY
3 - IMPROVING AT A FAIRLY RAPID RATE
4 - IMPROVING RAPIDLY

Appendix E. 2.

(OVER)

CATEGORY	RATING
G-VERBALIZATION OF NEEDS AND FEELINGS (Describe specific behavior.)	DATE RATING
E-DISTRACTIBILITY (Describe specific behavior.)	DATE RATING
I-FOLLOWING SIMPLE DIRECTIONS (Describe specific behavior.)	DATE RATING
J-SELF-DIRECTED ACTIVITY (Describe specific behavior.)	DATE RATING
K-CONCENTRATION (Describe specific behavior.)	DATE RATING
L-DELAY-TIME FOR GRATIFICATION (Describe specific behavior.)	DATE RATING
M-ABILITY TO COPE WITH PROBLEM (Describe specific behavior.)	DATE RATING
N-ATTENTION SEEKING (Describe specific behavior.)	DATE RATING
O-ODD OR INAPPROPRIATE BEHAVIOR (Describe specific behavior.)	DATE RATING
[illegible]OD OR INAPPROPRIATE BEHAVIOR (Describe specific behavior.)	DATE RATING

Form PEC-PL-BR-1

Wilmington, Delaware

Department of Pupil Services
Programs for Exceptional Children

128

BEHAVIORAL RATING

STUDENT:_____ BIRTHDATE:_____ SCHOOL ATTENDING:_____

CATEGORY	DESCRIBE SPECIFIC BEHAVIOR	RATING
A-SCHOOL ATTENDANCE		1st____ 2nd____ 3rd____
B-PEER INTERACTION/SOCIALIZATION		1st____ 2nd____ 3rd____
C-TOLERANCE OF CRITICISM		1st____ 2nd____ 3rd____
D-ACCEPTANCE OF POSITIVE REINFORCEMENT		1st____ 2nd____ 3rd____
E-PERSONAL HYGIENE & GROOMING		1st____ 2nd____ 3rd____
F-GROUP PARTICIPATION		1st____ 2nd____ 3rd____

Appendix E. 2.

Date of 1st Rating_____(Period Covered_____to_____)
Date of 2nd Rating_____(Period Covered_____to_____)
Date of 3rd Rating_____(Period Covered_____to_____)

RATING KEY
1=STRENGTH 2=NO PROBLEM 3=CHANGE NEEDED

120

(over) 121

CATEGORY	DESCRIBE SPECIFIC BEHAVIOR	RATING
-VERBALIZATION OF NEEDS AND FEELINGS		1st 2nd 3rd
-DISTRACTIBILITY		1st 2nd 3rd
-FOLLOWING SIMPLE DIRECTIONS		1st 2nd 3rd
-SELF-DIRECTED ACTIVITY		1st 2nd 3rd
-CONCENTRATION		1st 2nd 3rd
-DELAY-TIME FOR GRATIFICATION		1st 2nd 3rd
-ABILITY TO COPE WITH PROBLEM		1st 2nd 3rd
-ATTENTION SEEKING		1st 2nd 3rd
-ODD OR INAPPROPRIATE BEHAVIOR		1st 2nd 3rd
-ODD OR INAPPROPRIATE BEHAVIOR		1st 2nd 3rd

Name(s) of Rater: _____ 1st Rating

Name(s) of Rater: _____ 2nd Rating

Name(s) of Rater: _____ 3rd Rating

Form PEC-PL-BR-1

Appendix E. 2.

BEHAVIOR RATING SCALES

Form PEC-B-1

Name _____ Age _____ Grade _____

School _____ Date _____

Rated by _____ _____

RELATIONSHIP TO CHILD

TOTAL SCORES	NOT SIGNIFICANT	SIGNIFICANT	VERY SIGNIFICANT
_____	1	EXCESSIVE SELF BLAME	
	5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24 25
_____	2	EXCESSIVE ANXIETY	
	5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24 25
_____	3	EXCESSIVE WITHDRAWAL	
	6 7 8 9 10 11 12	13 14 15 16 17 18 19 20 21	22 23 24 25 26 27 28 29 30
_____	4	EXCESSIVE DEPENDENCY	
	6 7 8 9 10 11 12	13 14 15 16 17 18 19 20 21	22 23 24 25 26 27 28 29 30
_____	5	POOR EGO STRENGTH	
	7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29 30 31 32 33 34 35
_____	6	POOR PHYSICAL STRENGTH	
	5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24 25
_____	7	POOR COORDINATION	
	5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24 25
_____	8	POOR INTELLECTUALITY	
	7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29 30 31 32 33 34 35
_____	9	POOR ACADEMICS	
	5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24 25
_____	10	POOR ATTENTION	
	5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24 25
_____	11	POOR IMPULSE CONTROL	
	5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24 25
_____	12	POOR REALITY CONTACT	
	8 9 10 11 12 13 14 15 16	17 18 19 20 21 22 23 24 25 26 27 28	29 30 31 32 33 34 35 36 37 38 39 40
_____	13	POOR SENSE OF IDENTITY	
	5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24 25
_____	14	EXCESSIVE SUFFERING	
	7 8 9 10 11 12 13 14	15 16 17 18 19 20 21 22 23 24	25 26 27 28 29 30 31 32 33 34 35
_____	15	POOR ANGER CONTROL	
	5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24 25
_____	16	EXCESSIVE SENSE OF PERSECUTION	
	5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24 25
_____	17	EXCESSIVE SEXUALITY	
	6 7 8 9 10 11 12	13 14 15 16 17 18 19 20 21	22 23 24 25 26 27 28 29 30
_____	18	EXCESSIVE AGGRESSIVENESS	
	6 7 8 9 10 11 12	13 14 15 16 17 18 19 20 21	22 23 24 25 26 27 28 29 30
_____	19	EXCESSIVE RESISTANCE	
	5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24 25
_____	20	POOR SOCIAL CONFORMITY	
	8 9 10 11 12 13 14 15 16	17 18 19 20 21 22 23 24 25 26 27 28	29 30 31 32 33 34 35 36 37 38 39 40

Directions for Scoring-----See Reverse Side

Scoring: Place a straight edge of some kind along the first vertical row of squares. Add all the numbers in these squares to gain a total which is transferred to the profile sheet on horizontal row 10. Do this for each vertical row on each of the four pages of the scale. The numerals at the bottom of each page indicate the horizontal row on the profile on which to record the total gained from adding the numbers in each vertical row.

Note: Persons doing the scoring should not be involved in rating a student.

Form PEC-A-2 GRADE SCORE:_____ 132

ARITHMETIC ASSESSMENT*--LEVEL II (for pupils ages 12-0 and older)

PUPIL:_____ BIRTHDATE:_____ AGE:_____ SCHOOL:_____ GRADE:_____

Task: The pupil is asked to solve as many problems as she/he can below the heavy black line by recording his/her responses on this paper. He/she is given one point for every correct answer. Any pupil obtaining 5 points or less should be given the ORAL PART.
Note: Correct responses are CIRCLED; items LINED THROUGH indicate incorrect or no response.

ORAL PART

Task: The pupil is asked to count aloud the below series of dots:

. . . . . .

Task: The pupil is asked to name aloud the below numerals:

3 5 6 17 41

Task: The below mental arithmetic problems are presented orally.

3 pennies, spend 1 ?_____? 3 + 4 apples?_____; 9 marbles, lose 3?_____ 10

Written part.

43 + 6	94 − 64	$4.95 × 3	726 − 349	$2\frac{1}{2} + 1\frac{1}{2} =$ _____ $\frac{1}{3}$ of 30 = _____	229 5048 63 + 1381

17

$9\overline{)4527}$ $1\frac{1}{3}$ ft. = _____ in. Add: $6\frac{1}{4}$, $1\frac{3}{8}$, $4\frac{1}{2}$ 809 × 47 Write as percent:

2 − _____ = $\frac{1}{4}$ .42 = _____%

23

125 126

Appendix E 2 OVER

132

Subtract:

$10\frac{1}{3}$

$7\frac{2}{3}$

Multiply: 6.23 × 12.7

Find average: 34, 16, 45, 39, 27

Ans. _____

Write as decimal: $52\frac{1}{2}\%$ = _____

Write as percent: $\frac{3}{8}$ = _____%

$2.9\overline{)308.85}$

29

Add: 3 ft. 6 in.
5 ft. 5 in.
8 ft. 11 in.

M + 2 = 5

M = _____

2x = 3

x = _____

$6 \times 3\frac{7}{8}$ = _____

15% of 175 = _____

Write as common fraction in lowest terms: .075 = _____

The complement of an angle of 30° = _____

36

4^3 = _____

.25 ÷ $1\frac{1}{8}$ = _____

If a = 7, b = 3,

$a^2 + 3b$ = _____

$\frac{1}{4}\%$ of 60 = _____

66 sq. ft. = _____ sq. yd.

Solve: $\frac{7-(6+8)}{2}$ = _____

Add:

$-x-y-23$

$x-y+22$

43

Factor: $r^3 + 25 - 10r$

Ans. _____

$\frac{r^2-5r-6}{r+1}$

Ans. _____

Change to familiar numerals: M D C X C I = _____

Find interest on $1,200 at 6% for 70 days. Ans. _____

$3p - q = 10$

$2p - q = 7$

p = _____

q = _____

$\sqrt{2ax} = 6$

x = _____

$\frac{7}{m} = \frac{6}{x}$

x = _____

51

Appendix E. 2.

GRADE NORMS

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
0	N.R	7	Kg.8	11	2.9	41	6.3	48	8.5
1	Pk.1	8	Gr.1.0	13	4.4	44	6.7	49	9.0
2	Pk.3	9	1.3	14	4.8	45	6.9	50	9.3
3	Pk.5	10	1.5	17	5.5	46	7.1	51	10.1
4	Kg.6	11	1.7	15	5.7	47	7.1	52	10.8
5	Kg.7	12	1.9	16	6.1	48	7.7	53	11.5
6	Kg.8	13	2.1	16	6.5	47	8.0	51	11.8

SCORING

Oral Part: 1. Counts 1-5 2. Counts 6-15 3. Reads 3 4. Reads 5 5. Reads 6 6. Reads 17 7. Reads 41 8. Pennies 3-1 9. Apples 3 + 4 10. Marbles 9-3. Written Part: 1pt. for each correct answer. Example: Assume a pupil could do only 4 problems (written part) on the first line. It would then be necessary to presentthe Oral Part. Assume the pupil responed correctly to all Oral Part items except identifying the numeral "41" and two of the mental arithmetic items: result raw score for the Oral Part - 7; Written Part-4 Total Raw Score 11. A raw score of 11 (see Grade Norms to left) would equal a Grade Score of 2.3. Record the Grade Score in upper right hand corner, front page.

GRADE SCORE: _____

Form PEC[illegible]-1

R I T H M E T I C A S S E S S M E N T*--L E V E L 1 (for children ages 11 yrs, 11 mos. & younger)

UPIL: _____ BIRTHDATE: _____ AGE: _____ SCHOOL: _____ GRADE ____

ask: The pupil is asked to solve as many problems as she/he can below the heavy black line by recording is/her responses on this paper. He/she is given one point for every correct answer. Any pupil obaining 5 points or less should be given the ORAL PART.

ote: Correct responses are CIRCLED; items LINED THROUGH indicate incorrect or no response.

RAL PART

ASK: The pupil is asked to count aloud the below series of dots:

8

ASK: The pupil is asked to name aloud the below numerals:

3 5 6 17 41 — 13

ASK: The pupil is asked to:: "Hold up three fingers;" "Hold up eight fingers.".

3 Fingers. 8 fingers. — 15

ASK: The pupil is asked: "Which is more?"

9 or 6? 42 or 28? — 17

ASK: The below mental arithmetic problems are presented orally.

3 pennies, spend 1 ?_____ ; 3 + 4 apples?_____ ; 9 marbles, lose 3?_____ — 20

Written part.

1 + 1 = ____
4 − 1 = ____

6 + 2 | 5 − 3 | 24 + 10 | 4 × 2 = ____ | 23 × 3 | 29 − 18 | 75 + 8 — 29

120 : 452 + 137 + 245 | 6 + 2 = ____ | $62.04 − 5.30 | 1½ hr. = ____ min. | 6)968 — 35

⅛ + ⅛ = ____

Appendix E. 2.)

OVER

130

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Appendix E. 2.

$\frac{1}{10}$ = _____ $\frac{7}{8} - \frac{6}{8}$ = _____ 825 × 90 40 3½ + 2½ ½ of 35 = _____

½ yd. = _____ in. $1\frac{3}{4} = \frac{\quad}{4}$ 41

27) 384 ¾ yr. = _____ mo. Multiply: 7.90 30.8

$\frac{2}{3} = \frac{\quad}{12}$ 5 − 1½ 2½ doz. = _____ 46

Which is more? ⅞ or $\frac{13}{15}$ Ans. _____ Find the average of 24, 18, 21, 26, 17 Ans. _____ Write as a percent $\frac{3}{4}$ = _____% $4\frac{1}{3} \times 3\frac{1}{3}$ = _____ 51

$\frac{1}{16} + \frac{3}{4}$ = _____ $\frac{6}{8} \times \frac{3}{4} \times \frac{1}{2}$ = _____ Write as decimal: $\frac{3}{5}$ = _____ 20% of 120 = _____ 56

8.2) 62.703 Change to familiar numerals: (−5)(+9) = _____

6^2 = _____ M C X L II = _____ 60

Find interest on $300 at 4½% for 7 mo. Ans. _____ Solve: $y + (9 - 8y) = 65$ y = _____ Find square root: $\sqrt{3344.89}$ 63

GRADE NORMS

Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
1	N.S	8	Kg.1	15	Kg.8	22	2.1	29	3.6	36	5.3	43	6.7
2	N.S	9	Kg.2	16	Gr.1.0	23	2.4	30	3.9	37	5.5	44	7.0
3	Pk.1	10	Kg.5	17	1.3	24	2.6	31	4.2	38	5.7	45	7.4
4	Pk.1	11	Kg.6	18	1.5	25	2.8	32	4.5	39	5.9	46	7.8
5	Pk.1	12	Kg.7	19	1.8	26	3.0	33	4.7	40	6.1	47	8.2
6	Pk.1	13	Kg.8	20	1.9	27	3.2	34	5.0	41	6.3	48	8.5
7	Pk.1	14	Kg.8	21	1.9	28	3.4	35	5.1	42	6.5	49	8.9

SCORING

Oral Part: 1 pt. for 1st dot, then 1 additional pt. for each pair o: dots counted correctly--2/3, 4/5, 6/7, 8/9, 10/11, 12/13, 14/15 for a total of 8 points...1 pt. for each numeral correctly identified . .1 pt for each finger item...1 pt. for each "more" item...and 1pt. for each mental arithmetic problem; Written Part: 1 pt. for each correct answer; Example: Assume a pupil could only do 4 problems (Written Part) on the first line. It would then be necessary to pr sent the Oral Part. Assume the pupil responded correctly to all O Part items except identifying the numeral "41" and two of the ment arithmetic items: result--raw score for Oral 17; Write Part-4; To raw score-21. A raw score of 21 (see Grade Norms to left) would equal a Grade Score of 1.9 Record score upper right hand corner

Form PEC-A-6 P

Criterion Test of Basic Skills

MATH PROBLEM SHEET

Name _____ Date _____

Objective	Problems				
Addition: III A	2 + 1 =	4 + 2 =	5 + 3 =	6 + 7 =	9 + 8 =
Addition: III B	11 + 12 =	23 + 13 =	41 + 11 =	82 + 15 =	101 + 53 =
Addition: III C	17 + 18 =	19 + 29 =	68 + 78 =	181 + 551 =	760 + 298 =
Subtraction: IV A	3 - 3 =	5 - 4 =	8 - 5 =	9 - 4 =	8 - 1 =
Subtraction: IV B	17 - 12 =	22 - 11 =	55 - 32 =	646 - 424 =	387 - 214 =
Subtraction: IV C	11 - 7 =	35 - 19 =	62 - 29 =	323 - 154 =	861 - 392 =
Multiplication: V A	4 x 2 =	6 x 3 =	8 x 5 =	7 x 6 =	9 x 8 =

Multiplication: V B

10	16	27	60	37
x 3	x 5	x 11	x 24	x 63

Division: VI A

$2\overline{)4}$ $3\overline{)12}$ $5\overline{)15}$ $3\overline{)39}$ $6\overline{)140}$

Division: VI B

$12\overline{)24}$ $15\overline{)75}$ $11\overline{)121}$ $17\overline{)1377}$ $29\overline{)2905}$

Symbols: IX [>, +, <, =, ÷, ×, −]

$3 \square 4 = 7$ $8 \square 3 = 5$ $6 + 2 \square 8$ $4 \square 3 = 12$

$16 \square 8 = 2$ $24 \square 14$ $6 \square 22$

Fractions: X B

$2\frac{1}{2} = \frac{5}{2}$ $1\frac{1}{2} =$ $1\frac{1}{3} =$ $3\frac{1}{2} =$

Example 1

$\frac{7}{3} = 2\frac{1}{3}$ $\frac{3}{2} =$ $\frac{14}{3} =$

Example 2

Fractions: X C

$\frac{1}{2}$	$\frac{1}{12}$	$\frac{4}{3}$	$\frac{8}{11}$	$\frac{3}{4}$
$+\frac{1}{2}$	$+\frac{1}{4}$	$+\frac{4}{6}$	$-\frac{3}{11}$	$+\frac{3}{8}$

Decimals & Percents: XI C

.50 = % 3/4 = (decimal)

75% = (fraction) $\frac{23}{100}$ = %

.33 = (fraction) 40% = (fraction)

SELF APPRAISAL INVENTORY

Intermediate Level

Description and Rationale

This inventory consists of seventy-seven statements to which students respond "true" or "untrue" to indicate whether each statement is true or untrue about them. The statements may be read independently by the students or orally by the teacher, depending on the students' reading abilities.

This self report device attempts to secure in a rather straightforward fashion, a child's responses to questions which pertain to four aspects of the self concept. Three of these four dimensions (family, peer, scholastic) are viewed as arenas in which one's self concept has been (or is being) formed. A fourth dimension reflects a more general, global estimate of self esteem. Examples of each dimension (for which subscale scores are obtainable in the inventory) are (1) General: "I can always be trusted." (2) Family: I often get in trouble at home." (3) Peer: "Most children have fewer friends than I do." (4) Scholastic: "School work is fairly easy for me." From these examples it can be seen that if a child wished to answer untruthfully, in such a way that he would be viewed in a better light, it would not be too difficult to do so. Such tendencies to supply false responses can be minimized by administering the inventory in such a way that the anonymity of the respondent is both real and perceived.

Items which represent each subscale within the Self Appraisal Inventory are as follows:

Peer: Items 1, 4, 8, 15, 19, 23, 27, 31, 35, 39, 43, 47, 51, 55, 59, 63, 67, 71, 74.

Family: Items 5, 9, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48, 52, 56, 60, 64, 68, 72, 75.

School: Items 2, 6, 10, 13, 17, 21, 25, 29, 33, 37, 41, 45, 49, 53, 57, 61, 65, 69, 73, 76.

General: Items 3, 7, 11, 14, 18, 22, 26, 30, 34, 38, 42, 46, 50, 54, 58, 62, 66, 70, 77.

Directions for Administration

The Self Appraisal Inventory, Intermediate Level, may be administered in three ways, depending upon the objective(s) of interest:

1. The entire measure may be used, and a single score obtained, yielding a global estimate of self concept.
2. The entire measure may be administered, but subscales (peer, family, school, general) relating to the various dimensions scored separately, yielding information regarding each dimension of self concept.
3. Only those subscales representing the dimensions of interest may be administered and scored.

It is expected that students will be able to complete the entire inventory in approximately twenty to thirty minutes. If the administrator feels that the students' reading abilities will prohibit their completing the measure in this time period, the statements should be read orally to the students.

If the instruments are to be hand scored, the answer sheet provided may be used. If machine scoring is available and is to be used, responses should be recorded on the appropriate answer sheets; additional instruction in the use of these answer sheets may be necessary.

After distributing the booklets to the students, carefully read the directions provided with the inventory aloud. Provide ample time for students to ask questions concerning the response procedure.

Emphasize that there are no "right" or "wrong" answers. Remind the students that they are not to write their names on the answer sheets. If additional information is needed from students, for example, their class or school, be sure to have them add this information to the answer sheet.

If students ask questions regarding interpretations of the statements, emphasize that the inventory calls only for general impressions regarding each statement.

Scoring

Scores may be obtained by counting one point for each positive response; that is, for each "true" or "untrue" response which indicates:

1. General favorable perceptions of self (general subscale)
2. Favorable view of self in relations with peers (peer subscale)

3. Favorable view of self in the family context (family subscale)
4. Favorable view of self in school situations, involving school work, teacher, etc. (school subscale)

The positive responses for each subscale are indicated on the scoring guide.

For hand scoring, a scoring template may be prepared by punching out each positive response in the scoring guide (for all items, or for only those items in the subscale(s) of interest). The template may then be placed over the student's response sheet, and the number of responses appearing through the punched holes recorded.

Average scores for a group of students, for the entire inventory or for a particular subscale, may be computed by summing the scores for all pupils and dividing by the number of pupils in the group.

SELF APPRAISAL INVENTORY

Intermediate Level

Directions:

Please show whether each statement in this booklet is true or untrue for you by marking one of the spaces on the answer sheet.

	True	Untrue	
For example:	X	____	1. I like cherry pie.
	____	X	2. I want to be a movie star

There are no right or wrong answers, so respond to each statement as honestly as you can.

Do not write your name on the answer sheet. Do not write on the booklet.

1. Other children are interested in me.
2. School work is fairly easy for me.
3. I am satisfied to be just what I am.
4. I should get along better with other children than I do.
5. I often get in trouble at home.
6. My teachers usually like me.
7. I am a cheerful person.
8. Other children are often mean to me.
9. I do my share of work at home.
10. I often feel upset in school.
11. I'm not very smart.
12. No one pays much attention to me at home.
13. I can get good grades if I want to.
14. I can be trusted.
15. I am popular with kids my own age.
16. My family isn't very proud of me.
17. I forget most of what I learn.
18. I am easy to like.
19. Girls seem to like me.
20. My family is glad when I do things with them.
21. I often volunteer to do things in class.
22. I'm not a very happy person.
23. I am lonely very often.
24. The members of my family don't usually like my ideas.
25. I am a good student.
26. I can't seem to do things right.
27. Older kids like me.

28. I behave badly at home.
29. I often get discouraged in school.
30. I wish I were younger.
31. I am friendly toward other people.
32. I usually get along with my family as well as I should.
33. My teacher makes me feel I am not good enough.
34. I like being the way I am.
35. Most people are much better liked than I am.
36. I cause trouble to my family.
37. I am slow in finishing my school work.
38. I am often unhappy.
39. Boys seem to like me.
40. I live up to what is expected of me at home.
41. I can give a good report in front of the class.
42. I am not as nice looking as most people.
43. I have many friends.
44. My parents don't seem to be interested in the things I do.
45. I am proud of my school work.
46. If I have something to say, I usually say it.
47. I am among the last to be chosen for teams.
48. I feel that my family doesn't usually trust me.
49. I am a good reader.
50. I can usually figure out difficult things.
51. It is hard for me to make friends.
52. My family would help me in any kind of trouble.
53. I am not doing as well in school as I would like to.
54. I have a lot of self control.
55. Friends usually follow my ideas.

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Appendix E. 4.

56. My family understands me.
57. I find it hard to talk in front of the class.
58. I often feel ashamed of myself.
59. I wish I had more close friends.
60. My family often expects too much of me.
61. I am good in my school work.
62. I am a good person.
63. Others find me hard to be friendly with.
64. I get upset easily at home.
65. I don't like to be called on in class.
66. I wish I were someone else.
67. Other children think I am fun to be with.
68. I am an important person in my family.
69. My classmates think I am a poor student.
70. I often feel uneasy.
71. Other children often don't like to be with me.
72. My family and I have a lot of fun together.
73. I would like to drop out of school.
74. Not too many people really trust me.
75. My family usually considers my feelings.
76. I can do hard homework assignments.
77. I can't be depended on.

ANSWER SHEET

	True	Untrue		True	Untrue		True	Untrue		True	Untrue
1.	___	___	21.	___	___	41.	___	___	61.	___	___
2.	___	___	22.	___	___	42.	___	___	62.	___	___
3.	___	___	23.	___	___	43.	___	___	63.	___	___
4.	___	___	24.	___	___	44.	___	___	64.	___	___
5.	___	___	25.	___	___	45.	___	___	65.	___	___
6.	___	___	26.	___	___	46.	___	___	66.	___	___
7.	___	___	27.	___	___	47.	___	___	67.	___	___
8.	___	___	28.	___	___	48.	___	___	68.	___	___
9.	___	___	29.	___	___	49.	___	___	69.	___	___
10.	___	___	30.	___	___	50.	___	___	70.	___	___
11.	___	___	31.	___	___	51.	___	___	71.	___	___
12.	___	___	32.	___	___	52.	___	___	72.	___	___
13.	___	___	33.	___	___	53.	___	___	73.	___	___
14.	___	___	34.	___	___	54.	___	___	74.	___	___
15.	___	___	35.	___	___	55.	___	___	75.	___	___
16.	___	___	36.	___	___	56.	___	___	76.	___	___
17.	___	___	37.	___	___	57.	___	___	77.	___	___
18.	___	___	38.	___	___	58.	___	___			
19.	___	___	39.	___	___	59.	___	___			
20.	___	___	40.	___	___	60.	___	___			

SCORING GUIDE

True	Untrue	True	Untrue	True	Untrue
1. P		21. S		41. S	61. S
2. S		22. G		42.	G 62. G
3. G		23.		P 43.	P 63.
4.	P 24. F			44. F	64.
5.	F 25. S			45. S	65. S
6. S		26.		G 46. G	66.
7. G		27.		P 47.	P 67.
8.	P 28.			F 48. F	68.
9. F		29.		S 49. S	69.
10.	S 30.			G 50. G	70.
11.	G 31. P			51.	P 71.
12.	F 32. F			52. F	72.
13. S		33.		S 53.	S 73.
14. G		34. G		54. G	74.
15. P		35.		P 55. P	75.
16.	F 36.			F 56. F	76.
17.	S 37.			S 57.	S 77.
18. G		38.		G 58.	G
19. P		39. P		59.	P
20. F		40 F		60.	F

Letters indicate positive responses for each subscal

P = Peer F = Family S = School G = Ge

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Appendix E. 4.

BAYARD MIDDLE SCHOOL
Wilmington, Delaware 19805

Regular Faculty Meeting — October 4, 1976

2:15 P.M. — I.M.C. Room

AGENDA

Convening

Minutes of last meeting ..... Ms. F.McKenny

Correspondence

Administrative Items:

Pre and Post Teachers' Stations extended during CTBS testing period.

Class attendance sheets continued through October.

Redefined utilization of Room 22A.

Focii of Today's meeting:

a. Improving School Climate
b. Improving Basic Skills through Discipline Areas

------- SYMPOSIUM -------

Moderator - Mr. Peter Vassos

Discussants - Instructors of The Bayard Faculty

Mrs. Bernice Swann, Communications; Mrs. Charity Patton Mathmematics; Mr. Clarence McLaurin, Science; Mr. Percy Ricks, Unified Arts; Mrs. Ruby Bond, Gifted and Talented Project.

General Discussion and/or Reactions — General Body

Report of Disciplinary Actions for the Month of September — Mr. Ivory Collins

Announcements:

Mr. Gilbert Williams has been appointed as sponsor of the Bayard School Student Council 1976-77. We regret the former sponsor's relinquishing this post and commend her for her service. We ask your continued support to the appointed leader of this school organization.

Others:

Adjournment

JANUARY 18, 1977
Teachers' WORKSHOP

BAYARD MIDDLE SCHOOL
WILMINGTON, DELAWARE

DISCREPANCY MODEL

Grade ____
Team ____
Guidance Counselor ____

STUDENT's NAME	Grade	CTBS Score Spring 1976	CTBS Score Fall 1976	Amount of Growth	Grade Norm	Amount of Deficiency	SUBJECT AREA	GROWTH EXPECTATION

RESPOND ON SEPARATE SHEETS

Prescription

A. Diagnosis of Deficiency

B. Treatment Prescribed

C. Instructional Evaluation

Pupil Support Services Needed

Appendix E. 6.

MAR 30 1976

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, DELAWARE 19899

THOMAS K. MINTER
SUPERINTENDENT

JOHN G. PARRES
DIRECTOR
RESEARCH, EVALUATION AND PLANNING

1400 WASHINGTON STREET
TELEPHONE (302) 429-7135

DATE: 3/29/76

TO: Mrs. Blanche Fleming
Principal, Bayard School

FROM: John G. Parres

Subj: NIE Safe School Study

Six schools in Wilmington have been selected to participate in the Safe School STudy during the 1976 calendar year. Your school is one of the six schools selected to report incidents of vandalism, etc. Your report will be for the month of April 1976.

You are to fill out an Incident Reporting Sheet for each incident as soon as possible after the incident occurs; 25 copies of these sheets are enclosed. In addition, you will find a Principal's Questionnaire and a set of instructions for completing the forms.

You are requested to do the following:

(1) Complete the Principal's Questionnaire (or have a knowledgeable staff member complete the questionnaire for your review).

(2) Complete one Incident Reporting Sheet for each incident at your school during the month of APRIL 1976.

(3) Mail all completed Incident Reporting Sheets for the first five days in April (April 1-5) and the completed Principal's Questionnaire to the Research Office of Wilmington Public Schools on April 6, 1976. If no incidents occur during this period, please indicate this fact on one of the Incident Reporting Sheets and mail it along with the Principal's Questionnaire on the above date.

(4) Mail the Incident Reporting Sheets for the period April 8-30 to the Research Office of Wilmington Public Schools on May 1, 1976. Should no incidents occur during this period, indicate this fact on a blank Incident Reporting Sheet and send this form to the Research Office.

If you have any questions, please call 135 or 136.

JGP/fth

cc: Dr. Minter
Mr. Morris

INSTRUCTIONS

Incident Reporting Sheet

This form was set up to make the recording of essential information as simple as possible. No names of any participants are asked. Please read these instructions carefully before you begin to record incidents.

I. What is the reporting period?

Please report all incidents, as defined below, which occurred during the calendar month of APRIL. Try to be as complete as possible for this period. Take a few minutes every day to think about any recent incidents, and record them while they are fresh in your memory.

II. What is an incident?

1. An incident is defined as one or more offenses committed in a place at one time. If a student is hit over the head while having his wallet taken from him, that would count as two offenses but one incident, which would be recorded on a single Incident Reporting Sheet. Use one sheet for each incident.

2. An incident may involve any number of people. It will always involve an offender; it will not always involve a victim - as in possession of drugs, for example. There may be cases where offenders are also victims, as would be true of two people in a knife fight where there was no clear attacker, and both were injured.

III. Which incidents should be recorded?

1. Please record all incidents involving your school, staff, or students at school, at school functions off school grounds, or on the way to or from school.

2. Do not include minor scuffles and altercations among students.

IV. Who should record the incidents?

The school principal is normally the person who will fill out these sheets because principals are usually best informed about incidents on school grounds. If it is necessary to delegate the reporting, please be sure that the recorder is a staff person who is well informed about school-related incidents.

V. How is the form completed?

1. In Column I, describe the TYPE OF OFFENSE by circling all numbers that apply within the appropriate block.

2. In Column II, provide DETAILS OF THE OFFENSE by circling numbers and by writing figures in the spaces provided.

3. In Column III, provide FURTHER INFORMATION on the Incident by circling numbers, writing in figures, and providing a brief description. (To answer questions about number of victims and offenders, first move down the "Number of Victims" column, then down the "Number of Offenders" column.)

4. Here are two examples. The information on each has been recorded onto an Incident Reporting Sheet to illustrate how information on real incidents would be handled.

Incident One

A girl student reported on February 3, 1976 that her sweater worth about $10 had disappeared during the morning from her hall locker. The next day she saw another girl wearing it. The sweater was recovered, the other girl's parents called in, and she was warned that any further misbehavior would lead to serious action against her. This student was of the same race as the victim.

Incident Two

After school on February 9, 1976 a boy student was attacked by two other boys in the hallway. He was kicked and beaten and about $3 was taken from him. He required the treatment of a doctor. All involved were of the same race. The attackers were suspended students from another school. They were caught leaving the school. The police, parents of the victim and attackers, and school central office were notified.

VI. How long will it take?

At first glance this form may seem lengthy and difficult to complete. Please be reassured that this is not the case. In an extensive Pilot Study, all participating principals stated that the form took less than 4 minutes per incident to complete.

INCIDENT ONE EXAMPLE

OMB No. 051-R-1183
Approval Expires July 31, 1977

National Institute of Education
SAFE SCHOOLS STUDY

INCIDENT REPORTING SHEET

INSTRUCTIONS: Use one sheet for each incident, even if several victims or offenders were involved. (An "incident" is defined as one or more offenses committed in a place at one time.) Circle the number (or numbers) that indicate your response, or write in the numbers as required. Some parts may require more than one circle. Please fill in all three columns.

COLUMN I TYPE OF OFFENSE	COLUMN II DETAILS OF OFFENSE	COLUMN III FURTHER INFORMATION ABOUT THIS INCIDENT

OFFENSES AGAINST PROPERTY
(No contact between victim and offender)

• 1. What did offender(s) do? (Circle all that apply.)

Tried to	Actually did	
1	2	Trespass on school property
1	2	Break into school building
1	(2)	Steal things(s) without force/threat against person
1	2	Set off bomb(s)
1	2	Set fire(s)
1	2	Destroy/damage property willfully (not by bomb or fire)
1	2	Set off false fire alarm(s)
1	2	Commit other offense(s) against property
1	2	Threaten any of the above

DETAILS OF OFFENSES AGAINST PROPERTY

• 2. Property belonged to: (Circle appropriate number or numbers.)
1 the school
(2) individual(s)

• 3. Circle the number for what was stolen, damaged, or destroyed, and indicate replacement/repair cost.

		Cost
1	Automobile	$
2	Bicycle	$
3	Money	$
(4)	Clothing	$ 10.00
5	Books	$
6	Other school supplies	$
7	School equipment	$
8	Windows	$
9	Walls	$
10	Other school property	$
11	Other personal property	$

OFFENSES AGAINST PERSONS
(Contact between victim and offender)

• 4. What did offender(s) do? (Circle all that apply.)

Tried to	Actually did	
1	2	Take something directly (from someone) by force, weapon, or threat
1	2	Attack someone physically
1	2	Get into a physical fight between individuals (not of involvement)
1	2	Participate in group conflict (as in a gang fight or schoolgame fight)
1	2	Rape someone
1	2	Kill someone (Give details on back of page.)
1	2	Commit other offense(s) against persons
1	2	Threaten any of the above

DETAILS OF OFFENSES AGAINST PERSONS

• 5. How was harm inflicted or attempted? (Circle all that apply.)
1 Bodily force
2 Blunt instrument
3 Sharp instrument
4 Gun
5 Other (specify) _____
6 Don't know

• 6. How many people were: (Write in number of each, enter "0".)
1 Injured, but not treated by doctor _____
2 Treated by doctor and released _____
3 Hospitalized, at least overnight _____
4 Died _____

• 7. If something was taken directly from a person by force, indicate replacement/repair cost. $ _____

OTHER OFFENSES
(Not against persons or property)

• 8. What did the offender(s) do? (Circle all that apply.)

Tried to	Actually did	
1	2	Sell drugs
1	2	Use or possess drugs
1	2	Use or possess alcohol
1	2	Possess weapon(s)
1	2	Disrupt school activities
1	2	Commit any other offenses not listed above

INCIDENT DESCRIPTION (Questions 19)

A student's sweater was stolen from her locker. The next day she saw another girl wearing the sweater. The girl and her parents were called to my office and warned that serious action would be taken if there was any further Misbehavior

• 9. Today's date is: 2 4 76 (Month Day Year)

• 10. Date of incident: 2 3 76 (Month Day Year)

• 11. Time of incident: (Circle one number.)
(1) During school day
2 Before or after school day
3 Weekend
4 Vacation

• 12. Location of incident: (Circle one number.)
1 Hallway or stairs
2 Classroom
3 Restroom
4 Cafeteria
(5) Gym or locker room
6 Parking lot
7 Athletic field or playground
8 On school bus
9 Other place (specify) _____

• 13. Indicate if the incident occurred at: (Circle one number if applicable.)
1 Inter-school athletics here
2 Inter-school athletics elsewhere
3 School social event here
4 School social event elsewhere

• 14. How many victims and offenders were: (Write in number, 1 "9", or, if you don't know, a "DK".)

	No. of victims	No. of offenders
Male?	0	0
Female?	1	1

• 15. How many were:

Current students here?	1	1
Other school-age youth?	0	0

• 16. How many were:

Teachers?	0	0
Other school personnel?	0	0

• 17. Were all victims and offenders of the same race? (Circle one number.)
(1) Yes
2 No
3 Don't know
4 Not applicable

• 18. School reported incident to: (Circle all that apply.)
1 Parents of victim
(2) Parents of offender
3 School district office
4 School security staff
5 Police or other law enforcement agency
6 Other (specify) _____
7 Did not report incident

INCIDENT DESCRIPTION

• 19. Please describe the incident on the lines provided to the left. Use the back of sheet, if necessary.

INCIDENT TWO EXAMPLE

OMB No. 051-R-1183
Approval Expires July 31, 1977

National Institute of Education
SAFE SCHOOLS STUDY

INCIDENT REPORTING SHEET

INSTRUCTIONS: Use one sheet for each incident, even if several victims or offenders were involved. (An "incident" is defined as one or more offenses committed in a place at one time.) Circle the number (or numbers) that indicate your response, or write in the numbers as required. Some parts may require more than one circle. Please fill in all three columns.

COLUMN I TYPE OF OFFENSE	COLUMN II DETAILS OF OFFENSE	COLUMN III FURTHER INFORMATION ABOUT THIS INCIDENT

OFFENSES AGAINST PROPERTY
(No contact between victim and offender)

• 1. What did offender(s) do? (Circle all that apply.)

Tried to	Actually did	
1	2	Trespass on school property
1	2	Break into school building(s)
1	2	Steal thing(s) without force/threat against person
1	2	Set off bomb(s)
1	2	Set fire(s)
1	2	Destroy/damage property willfully (not by bomb or fire)
1	2	Set off false fire alarm(s)
1	2	Commit other offense(s) against property
1	2	Threaten any of the above

DETAILS OF OFFENSES AGAINST PROPERTY

• 2. Property belonged to: (Circle appropriate number or numbers.)
1 the school
2 individual(s)

• 3. Circle the number for what was stolen, damaged, or destroyed, and indicate replacement/repair cost.

		Cost
1	Automobile	$
2	Bicycle	$
3	Money	$
4	Clothing	$
5	Books	$
6	Other school supplies	$
7	School equipment	$
8	Windows	$
9	Walls	$
10	Other school property	$
11	Other personal property	$

OFFENSES AGAINST PERSONS
(Contact between victim and offender)

• 4. What did offender(s) do? (Circle all that apply.)

Tried to	Actually did	
1	(2)	Take something directly from someone by force, weapons, or threat
1	(2)	Attack someone physically
1	2	Get into a physical fight between individuals (mutual involvement)
1	2	Participate in group conflict (as in a gang fight or aforegame fight)
1	2	Rape someone
1	2	Kill someone (Give details on back of page.)
1	2	Commit other offense(s) against persons
1	2	Threaten any of the above

DETAILS OF OFFENSES AGAINST PERSONS

• 5. How was harm inflicted or attempted? (Circle all that apply.)
(1) Bodily force
2 Blunt instrument
3 Sharp instrument
4 Gun
5 Other (specify) _____
6 Don't know

• 6. How many people were: (Write in number if none, enter "0".)

1 Injured, but not treated by doctor	0
2 Treated by doctor and released	1
3 Hospitalized, at least overnight	0
4 Died	0

• 7. If something was taken directly from someone by force, indicate replacement/repair cost. $ 300

OTHER OFFENSES
(Not against persons or property)

• 8. What did the offender(s) do? (Circle all that apply.)

Tried to	Actually did	
1	2	Sell drugs
1	2	Use or possess drugs
1	2	Use or possess alcohol
1	2	Possess weapon(s)
1	2	Disrupt school activities
1	2	____ exist any other offenses not listed above

INCIDENT DESCRIPTION (Questions 1-9)

In the hallways after school a male student was attacked and robbed by 2 males on suspension from another school. The boys were caught leaving the building. The police, the school district office, and the parents were notified

• 9. Today's date is: 2 · 10 · 76 (Month · Day · Year)

• 10. Date of incident: 2 · 9 · 76 (Month · Day · Year)

• 11. Time of incident: (Circle one number.)
1 During school day
(2) Before or after school day
3 Weekend
4 Vacation

• 12. Location of incident: (Circle one number.)
(1) Hallway or stairs
2 Classroom
3 Restroom
4 Cafeteria
5 Gym or locker room
6 Parking lot
7 Athletic field or playground
8 On school bus
9 Other place (specify) _____

• 13. Indicate if the incident occurred at: (Circle one number if applicable.)
1 Interschool athletics here
2 Interschool athletics elsewhere
3 School social event here
4 School social event elsewhere

• 14. How many victims and offenders were: (Write in number, a "0", or, if you don't know, a "DK".)

	No. of victims	No. of offenders
Male?	1	2
Female?	0	0

• 15. How many were:

Current students here?	1	0
Other white-age youth?	0	2

• 16. How many were:

Teachers?	0	0
Other school personnel?	0	0

• 17. Were all victims and offenders of the same race? (Circle one number.)
(1) Yes
2 No
3 Don't know
4 Not applicable

• 18. School reported incident to: (Circle all that apply.)
(1) Parents of victim
(2) Parents of offender
(3) School district office
4 School security staff
(5) Police or other law enforcement agency
6 Other (specify) _____
7 Did not report incident

INCIDENT DESCRIPTION

• 19. Please describe the incident on the lines provided to the left. Use the back of sheet, if necessary.

WILMINGTON PUBLIC SCHOOLS
Wilmington, Delaware

PUPIL SUSPENSIONS - November 1, 1975 through May 31, 1976

Month & Year	Number of Suspensions 1/	Total Number of Suspension Days 2/
November 1975		
December 1975		
January 1976		
February 1976		
March 1976		
April 1976		
May 1976		
TOTALS	*	

1/ Pupils may be counted more than once if they were suspended more than once, i.e., each incident counts as a separate suspension.

2/ Count the total number of suspension days, including all repeats for each month.

Of the TOTAL number of suspensions over the 7-month period (November 1 through May 31), how many pupils were suspended:

1 Time only	
2 Times	
3 Times	
4 Times	
5 Times	
6 or more Times	
TOTAL	* (This total should be the same as TOTAL Number of Suspensions)

DUE DATE: June 4, 1976

(Return one copy to Research Office; retain one for your files.)

SCHOOL: _____

SIGNATURE: _____
(Principal)

REP:101

RETURN TO: Research Office
1400 Washington St.

WILMINGTON PUBLIC SCHOOLS
Wilmington, Delaware

SUSPENSION REPORT for _____
(Month & Year)

		American Indian or Alaskan Native	Asian or Pacific Islander	Not of Hispanic Origin		Hispanic	Total
				Black	White		
NUMBER OF PUPILS SUSPENDED [1]	MALE						
	FEMALE						
	TOTAL						
NUMBER OF SUSPENSIONS [2]	MALE						
	FEMALE						
	TOTAL						
NUMBER OF SUSPENSION DAYS [3]	MALE						
	FEMALE						
	TOTAL						

[1] Count each suspension card only once regardless of the number of entries on the card. That is, a pupil is to be counted only one time, regardless of the number of times he may have been suspended during the month.

[2] Count each entry from the first column of the suspension card for the month being reported. Pupils are to be counted more than once if they are suspended more than once during the month being reported. That is, each separate incident counts as a suspension.

[3] Count the total number of suspension days from the second column of the suspension card; include all suspensions for the month being reported.

SCHOOL: _____ SIGNATURE: _____ (Principal)

REP: 1-78

A suspension is defined as a temporary exclusion from school for at least one day for reasons stated on the inside of this card.

The primary use of a suspension process is to bring a parent to the school for a conference.

12.		
11.		
10.		
9.		
8.		
7.		
6.		

WILMINGTON PUBLIC SCHOOLS
Wilmington, Delaware

RECORD OF SUSPENSIONS

STUDENT'S NAME _____ YEAR: 19____- 19____

SCHOOL _____ GRADE _____ RACE _____
(American Indian, Asiatic, Oriental, Black, White)

DATE SUSPENDED (Month, Day, Year)	NUMBER of DAYS of SUSPENSION	REASON for SUSPENSION (Code)
1.		
2.		
3.		
4.		
5.		E. 11.

Students may be suspended for the following reasons:

A. Assault - an attempt or threat to inflict corporal harm upon another.

B. Battery - the unlawful intentional touching or application of force to another person, done in a rude, insolent or angry manner.

C. Possession of Weapon or Other Dangerous Object - carrying, using or storing weapon or other dangerous object in a school or on the school grounds.

D. Sale, Use, Possession or Distribution of Illegal Drugs, Materials, Substances, or Alcoholic Beverages - selling, distributing, using, possessing illegal drugs, materials, substances, or alcoholic beverages on school property or at school functions, including bringing such items into school for another person or having such items on one's person or placing them in a locker or hiding place.

E. Burglary, Theft, Robbery, Larceny - stealing money or property on school premises or at a school function.

F. Arson - the willful and malicious burning, or attempting to burn any part of building of any property belonging to, rented by or on loan to the school district, or property (including automobiles) of persons employed by the school or in attendance at the school.

G. Extortion, Coercion, Blackmail - obtaining money or property from an unwilling person or forcing an individual to act by either physical force or intimidation (threat).

H. Vandalism or Malicious Destruction of Property - destruction or defacing of property belonging to, rented by or on loan to the school system or property (including automobiles) of persons employed by the school or in attendance at the school.

I. Interference with or Intimidation of School Personnel - preventing or attempting to prevent school personnel from engaging in their lawful duties through threats, violence or harassment.

J. False Alarm - activating the fire alarm system in any school building or on school property and/or reporting a fire bomb when none exists.

K. Interference with the Movement of Pupils In and Out of Schools, Between Schools, or Between Home and an Assigned School - any action that prevents or delays scheduled transportation of pupils to and from an assigned school, that prevents pupils from entering or leaving schools at scheduled hours, or that cause fear or jeopardy to students while walking to and from an assigned school.

L. Other - (please specify)

Appendix E. 11.

PROCESS FOR COORDINATION OF ESAA SKILLS LAB & DEVELOPMENTAL READING PROGRAM

1. Classroom teacher determines needs of pupil (with Reading Resource Teacher).

2. Classroom teacher sends pupil with list of needs to Skills Lab (e.g. word analysis, vocabulary, etc.)

3. Skills Lab teacher administers program diagnostic test in area cited by teacher. (See e.g. 2)

4. Skills Lab teacher determines skills needed in program and sends information back to teacher.

5. Teacher (with Reading Resource Teacher) determine which skills should be emphasized in Skills Lab and send "prescription" to Lab teacher who carries out program.

6. Skills Lab teacher reports results to classroom teacher.

NEIGHBORHOOD ADVISORY COUNCIL

Al Campagnone
John and Betty Papili
Mary-Margaret Schneider
Jack Lemley
Frank Rinaldi, Sr.

The Neighborhood Advisory Council to the Sycamore Group Home is composed of concerned neighborhood residents who are interested in the Group Home and its program. Membership is open to all neighborhood residents.

The Sycamore Group Home, located at 1612 Sycamore Street, is part of the Alternative Living Program operated by the Division of Juvenile Corrections. This program is in compliance with Title VI of the 1964 Civil Rights Act and does not discriminate on the basis of race, creed, sex or national origin.

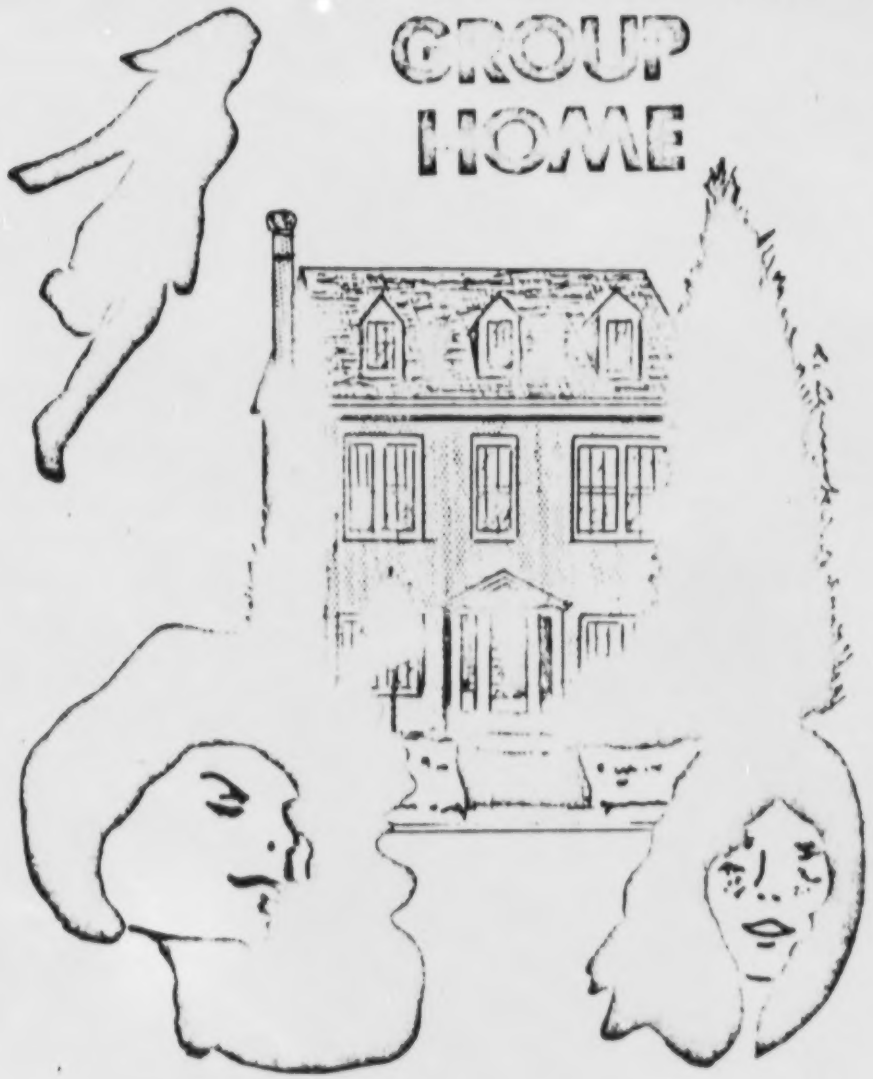
Ann Figura
Supervisor
Alternative Living Programs

Pat Cieszynski
Counselor

Ed and Ann Jones
Houseparents

Figura

SYCAMORE GROUP HOME

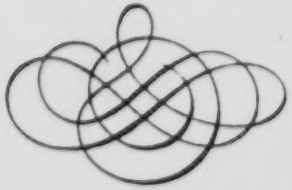


What it's all about

What Is A Group Home?

A Group Home such as the Sycamore Group Home provides temporary or permanent placement for youth within the community when, for one reason or another, they cannot return to their own homes. The Group Home sometimes serves as a "bridge" between confinement in an institution and totally independent living. In other cases, the youth are referred directly from the Family Court and never spend any time in an institution.

The Group Home is a home in the fullest sense. Youth are part of a "family" complete with house parents, household chores, allowances and rules. In this way the Group Home allows each youth to gradually become more independent with the continual addition of responsibility and individual decision-making.



Who Is In The Sycamore Group Home?

The Sycamore Group Home can house nine teenage girls. Although a girl could be as young as 13, most of the youth here are 15 or 16. Most of the girls are here from non-delinquent charges such as truancy or uncontrolled. The length of stay is 10 to 18 months.

In order to be accepted for the Sycamore Group Home a girl must have no excessive drug history and must be involved or willing to be involved in a school or vocational program. Most important, the girl must want to be in the group home and change the living patterns that got her into trouble in the first place.

How Does It Work?

The staff of the Group Home consists of one supervisor, one counselor, two full-time houseparents, a set of relief houseparents and a secretary. The staff works on a team basis and weekly meetings are held to exchange treatment ideas and progress reports on each girl.

In addition, group meetings of all residents are held twice a week. These one-hour meetings give the girls an opportunity to discuss personal problems and issues concerning the entire group.

Houseparents also hold weekly group meetings to give out assignments and to discuss any home problems. Weekly chore assignments include such things as table setting, dish washing, and keeping the house clean and neat in appearance. Each girl is responsible for her own room.

What Are Some of the Rules?

The girls have weekly chores, are expected to go to school or work and obey house rules. Curfew on weekdays is 9 p.m. for those under 16 and 10 p.m. for those over 16. Weekends, the curfew is extended by one hour to 10 p.m. for those under 16 and 11 p.m. for those over 16.

Girls are allowed both male and female visitors, but only one at a time. Each visitor must be invited by a specific girl.

Girls are allowed to go home for weekends provided the placement has been approved. Weekend checks are made to monitor behavior.

Each girl receives a weekly allowance of $4. However, if a girl is working instead of attending school, she is expected to pay for her own incidentals.

CAMELOT-A HOME FOR BOYS

Caaggelott

From the desk of
Russell Fiske

Just a quick note, Mr. Moyer, to say . . . .

. . . . another happy Christmas is now history at Camelot and we face the challenge of the new year with great expectation.

I purposely waited until after the hustle and bustle of the holidays to report to you on our remodeling project. A number of gifts came in at Christmas time but so far, we have less than half the required amount.

This means we need very much to hear from you. I've attached our carbon copy of my earlier letter for your review.

I also received a call from the plumber saying he had some time right now if we were ready. I told him we couldn't go into debt even though it's almost an emergency situation.

I've enclosed another reply envelope for your convenience. Please help us if you can.

Gratefully yours,

Russell

Russell Fiske

F.2.

Assembly for Boys - Oct. 12, 1976 = 2:30 P.M.

Slides

THE BOYS' CLUB OF WILMINGTON, INC.

Jackson St. Division
S. Jackson & Elm Sts.
Telephone - 658-4514

Howard Schulman - Director
Earl Christy - Physical Director
Robert Raughley - Group Director

C. Wilson
C. McLaurin
J. Tillman
F. Blackwell
I. Collins
S. Bryan
P. Vassos
G. Williams
C. Cox.

Oct. 12
2:30-

1976 FALL PROGRAM

REGISTRATION:

On October 1, 1976, the fall activities will begin. Registration is year round.

HOURS OF OPERATION:

The Club is open Monday through Friday from 3:30 p.m. to 9:30 p.m. beginning Friday October 1, and on Saturdays from 10:00 a.m. to 4:00 p.m. beginning Saturday, October 2. Boys 6 to 12 years old must leave the Club at 8:00 p.m.

WHAT YOUR BOYS' CLUB PROVIDES:

We provide daily activity programs for all boys 6 years old through high school. There are activities for every age: Art, Crafts, Karate, Gymnastics, Woodshop, Group Clubs, Wrestling, Cub Scouting, 4-H Club, Chess, etc.

MEMBERSHIP DUES:

Membership dues are paid once a year.

Preps	6 - 10 years old	$1.00
Cadets	11 - 12 years old	$1.50
Juniors	13 - 14 years old	$2.00
Intermediates	15 - 17 years old	$2.50
Seniors	18 - 20 years old	$3.00

CLUB CLOSINGS:

The Club will be closed on the following:

Thursday, Nov. 25 - Thanksgiving Day

Friday, Dec. 24 Christmas
Saturday, Dec. 25 Christmas

MEMBER OF:

The United Way of Delaware, Inc. & The Boys' Clubs of America, Inc.

PREPS 6 - 10 YEARS OLD

ACTIVITIES

MONDAY:

4:00 - 6:00	Arts & Crafts
4:00 - 6:00	Flag Football
4:00 - 5:00	Prep Club
5:00 - 6:00	Beginners Chess
6:00 - 8:00	Prep Games Room

TUESDAY:

4:00 - 6:00	Point League
4:00 - 6:00	Weightlifting
4:00 - 5:30	Prep Club
6:00 - 8:00	Prep Games Room
7:00 - 8:00	Arts and Crafts

WEDNESDAY:

4:00 - 6:00	Flag Football
4:00 - 6:00	Gymnastics
3:30 - 5:30	Woodshop
4:00 - 5:30	4-H Club (ages 9 & 10)
6:00 - 8:00	Prep Games Room
6:30 - 8:00	Christmas Club

THURSDAY:

4:00 - 6:00	Weightlifting
4:00 - 6:00	Arts and Crafts
4:00 - 6:00	Point League
7:00 - 9:00	Karate
4:00 - 5:00	Cub Scouts
6:00 - 8:00	Prep Games Room

FRIDAY:

4:00 - 6:00	Flag Football
7:00 - 8:30	Swimming
7:00 - 9:00	Karate

SATURDAY:

10:00 - 11:00	Tennis Clinic
11:00 - 12:00	Basketball Clinic
10:00 - 4:00	Group Club Trips
1:00 - 3:00	Prep Games Room

CADETS 11 - 12 YEARS OLD

ACTIVITIES

MONDAY:

3:30 - 4:00	Tennie
3:30 - 5:30	Woodshop
3:30 - 8:00	Games Room
4:00 - 6:00	Flag Football
7:00 - 9:00	Torch Club

TUESDAY:

3:30 - 4:00	Tennis
3:30 - 5:30	Arts and Crafts
4:00 - 6:00	Point League
4:00 - 6:00	Weightlifting
6:30 - 8:00	Wildlife Club
7:00 - 9:00	Woodshop
7:00 - 9:00	Photography

Continued

CADET ACTIVITIES CONTINUED:

WEDNESDAY:

3:30 - 4:00	Tennis
4:00 - 5:30	4-H Club
4:00 - 6:00	Flag Football
4:00 - 6:00	Gymnastics
6:30 - 8:00	Christmas Club
7:00 - 8:00	Special Event in Gym
7:00 - 8:00	Weightlifting

THURSDAY:

3:30 - 4:00	Tennis
4:00 - 6:00	Point League
3:30 - 5:30	Woodshop
7:00 - 8:00	Advanced Chess
7:00 - 9:00	Karate
7:00 - 9:00	Photography

FRIDAY:

3:30 - 4:00	Tennis
4:00 - 6:00	Flag Football
7:00 - 9:00	Karate
7:00 - 9:00	Swimming

SATURDAY:

10:00 - 4:00	Group Club Trips
10:00 - 11:00	Gymnastics
10:00 - 12:00	Arts and Crafts
10:00 - 1:00	Tennis
11:00 - 12:00	Basketball Clinic
1:00 - 3:00	Photography
2:00 - 3:00	Tumbling

JUNIOR, INTERMEDIATE, SENIOR ACTIVITIES

MONDAY:

3:30 - 4:00	Tennis
4:00 - 6:00	Wrestling
7:00 - 8:00	Volleyball
7:00 - 9:00	Torch Club (age 13)
8:00 - 9:00	Basketball Clinic
9:00 - 9:00	Paddle Tennis

TUESDAY:

3:30 - 4:00	Tennis
3:30 - 5:30	Woodshop
6:30 - 8:00	Wildlife Club
7:00 - 9:00	Flag Football
7:00 - 9:00	Photography
7:00 - 9:00	Karate
8:00 - 9:00	Keystone Club (14-16)
8:00 - 9:00	Arts and Crafts
8:00 - 9:00	Homework Help
9:00 - 9:30	Paddle Tennis

WEDNESDAY:

3:30 - 4:00	Tennis
4:00 - 6:00	Arts and Crafts
6:30 - 8:00	Christmas Club
7:00 - 9:00	Special Events, Contest
7:00 - 9:00	Weightlifting
8:00 - 9:00	Homework Help
9:00 - 9:30	Paddle Tennis

THURSDAY:

3:30 - 4:00	Tennis
7:00 - 9:00	Woodshop
7:00 - 9:00	Flag Football
7:00 - 9:00	Photography
7:00 - 9:00	Karate
7:00 - 9:00	Advanced Chess
9:00 - 9:30	Paddle Tennis

JUNIOR, SENIOR, INTERMEDIATE ACTIVITIES CONTINUED:

FRIDAY:

3;30 - 5:30	Woodshop
3:30 - 4:00	Tennis
4:00 - 6:00	Weightlifting
7:00 - 8:00	Volleyball
7:00 - 8:30	Swimming
7:00 - 9:00	Karate
8:00 - 9:00	Basketball Clinic

SATURDAY:

10:00 - 4:00	Group Clubs
10:00 - 11:00	Tennis
11:00 - 12:00	Basketball Clinic
12:00 - 2:00	Weightlifting
1:00 - 2:00	Volleyball
1:00 - 3:00	Photography
2:00 - 3:00	Basketball Clinic

SPECIAL EVENTS

OCTOBER:

World Series Contest
30 Halloween Party 6-8 p.m. (Preps & Cadets)

NOVEMBER:

2 Mock Election
24 Turkey Shoot

DECEMBER:

23 Christmas Party 6-8 p.m. (Preps & Cadets)

JANUARY:

Casino Night

FEBRUARY:

Toy Auction

MARCH:

18-20 Regional Fine Arts Exhibit
Penny Carnival

APRIL:

Boys' Club Week
Easter Egg Hunt
Recognition Banquet

MAY:

Trip to Phillies Game

CLUBS

Prep Club - Group for boys age 6-10 that encourages boys to build larger success upon smaller ones through games, experiences, etc.

Point League - A variety of team games in which the teams and individuals are awarded points for their participation.

Torch Club - Service oriented group for boys 11 to 13 to help them better serve their community while taking trips, having fun and taking part in other activities.

4-H Club - Group for boys 9-12 emphasizing learning by doing. The boys will be involved in doing projects & will be able to compete in city and county 4-H Club Contests.

Christmas Club - Group for boys to make Christmas gifts for their families or shop in various New Castle County stores.

Cub Scouts - Pack for boys 8-10 to have fun while earning achievements and climbing the Club Scout ladder. Registration is $2. Uniforms can be provided.

Wildlife Club - Group for boys 9-14 to expose urban boys to nature and the animal world. Films will be shown and hikes will be taken.

Keystone Club - Group for young men 14-16 which provided leadership training through community service, traveling, and fellowship.

JACKSON STREET BOYS' CLUB

S. Jackson & Elm Streets
Wilmington, Delaware

SUMMER PROGRAM

Hours of Operation: Monday thru Friday 10:00 a.m. to 4:00 p.m.
Starting June 16, 1977

Membership Dues: $3.00 per year!

Free Lunches Starting June 20, 1977

Staff Members: Howard Schulman, Director
Earl Christy, Gym Director
Robert Raughley, Group Club Director

PROGRAM

GYM:

TENNIS TRAMPOLINE VOLLEYBALL
BASKETBALL WEIGHTLIFTING
LOW ORGANIZED SPORTS AND MUCH, MUCH, MORE!!!!

GAMES ROOM ACTIVITIES:

POOL (BILLIARDS) PING PONG
AIR HOCKEY TV
SPECIAL EVENTS AND MUCH, MUCH MORE!!!

SUMMER CAMP (Ages 6-13)

ARTS AND CRAFTS SPORTS
TRIPS
SPECIAL EVENTS SWIMMING
FILMS
AND MUCH, MUCH MORE!!!

HAVE A SUMMER OF FUN! JACKSON STREET BOYS' CLUB

A UNITED WAY AGENCY

Appendix F. 4.

UNIVERSITY OF DELAWARE

SUMMER SPORTS CAMP

The University of Delaware, through the auspices of the Departments of Physical Education, Education Professional Services and Sociology, proposes offering a three and a half week summer day camp experience for approximately 100 students from the Wilmington public schools. This coeducational group is to be slected from seventh, eighth, and ninth grade classes. We will offer instruction in basketball, tennis and swimming plus afford opportunities for competition in each sport.

We perceive a problem in that Wilmington inner city youths are not accessing the University of Delaware in its many capacities. The goals of our summer sport program are: To raise the level of awareness of inner city kids to the availability of the University of Delaware; to present inner city kids with an opportunity to develop personal skills; to expose the University campus and some of its programs through the medium of physical education, athletics and recreation; to provide University students with an opportunity for individual growth and acquisition of leadership skills.

Our program will begin June 20 and continue through July 23. We will employ two buses to bring the students to campus for each days activity.

The total program content, methods and resources very succinctly will involve the following:

We will identify approximately 15 University of Delaware undergraduate students for the purpose of working as instructors and counselors with the 100 inner city youths. Through independent academic course offerings, EDP 367, Helping Relationships and SOC, 365, Soc. of the Black Community, these 15 students will be afforded counseling techniques and cognition, communcation skills, a general affective programming philosophy and perspective to be directed towards the 100, hopefully unobtrusively within the process of sport skill instruction. We will also provide free luncheonmmeals. The lunch hour break will provide opportunities for us to interact with various people and programs at the University of Delaware. We plan a continued follow-up of these kids throughout the 1977-78 school year. This follow-up will include at least five trips back to the University for sporting events, plays, exhibitions, etc...

A program evaluation will be made through pre-test, post-test monitoring of inner city kids, morale and attitudes relative to themselves, significant others and school.

We feel the summer sports program will provide an excellent opportunity for the students selected to receive special attention and instruction through sports activity.

SUMMER SPORTS APPLICATION FORM

NAME _____
LAST FIRST MIDDLE

ADDRESS _____
NUMBER AND STREET CITY STATE ZIP CODE

PHONE NUMBER _____ SOCIAL SECURITY _____

SEX: MALE___ FEMALE___ NAME OF SCHOOL _____

ADDRESS OF SCHOOL _____

NAME OF GUIDANCE COUNSELOR: _____

ANTICIPATED COURSE OF STUDY: COLLEGE PREP_____ BUSINESS_____ OTHER SPECIFY_____

CURRENT GRADE: (7)_____ (8)_____ (9)_____

DATE OF BIRTH_____ AGE_____ PLACE OF BIRTH_____

RACE: BLACK_____ WHITE_____ OTHER (SPECIFY)_____

MOTHER _____ ADDRESS_____

FATHER _____ ADDRESS_____

MOTHER'S EMPLOYER_____
NAME AND ADDRESS

FATHER'S EMPLOYER_____
NAME AND ADDRESS

NUMBER OF BROTHERS LIVING AT HOME _____ NUMBER OF SISTERS _____

DO YOU LIVE WITH: MOTHER & FATHER_____ MOTHER_____ FATHER _____ OTHER _____

HEALTH: EXCELLENT _____ GOOD_____ FAIR_____ POOR_____

PLEASE LIST ANY HEALTH PROBLEMS YOU HAVE: _____

DO YOU HAVE VISION OR HEARING PROBLEMS: YES___ NO___

PLEASE SPECIFY _____

DO YOU HAVE BLUE CROSS OR ANY OTHER TYPE OF HEALTH INSURANCE? _____

WHY WOULD YOU LIKE TO PARTICIPATE IN THE SUMMER SPORTS PROGRAM? PLEASE EXPLAIN IN DETAIL. (IF THERE IS NOT ENOUGH ROOM ON THIS SIDE, PLEASE WRITE ON BACK OF THIS SHEET).

_____

_____

_____

_____

DATE:_____ SIGNATURE OF STUDENT_____

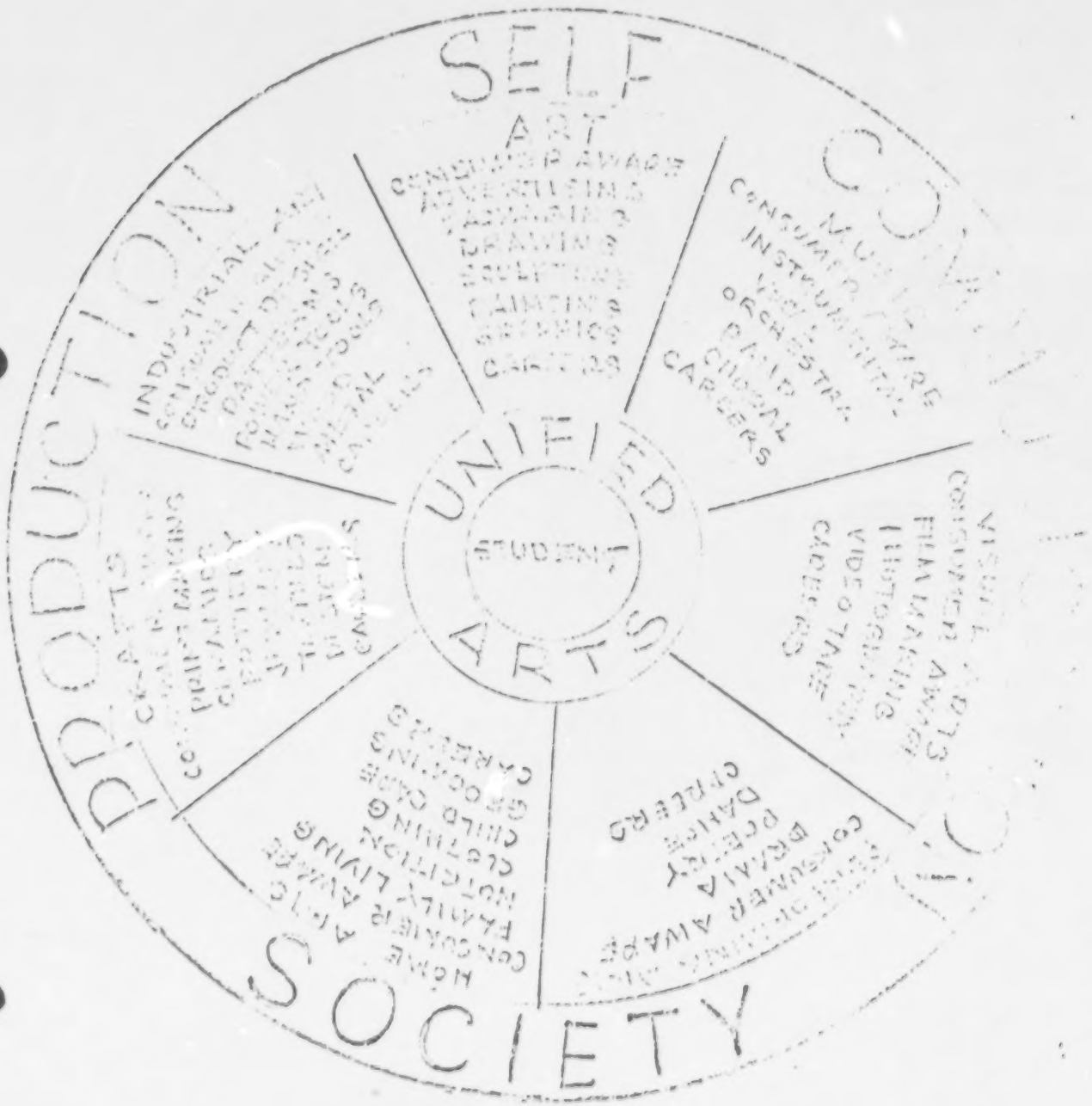
SIGNATURE OF PARENT/GUARDIAN_____

EACH PARENT AND/OR GUARDIAN MUST REVIEW THIS APPLICATION AND SIGN IT BEFORE IT IS SUBMITTED TO THE SUMMER SPORTS PROGRAM FOR CONSIDERATION.

OVERVIEW OF CURRICULUM

"MAN AS AN IMAGE MAKER"

We see the student as an image maker striving to function constructively in a personal life-style. The Unified Arts will offer experiences which will enable the pupil to enhance his concept of himself and the contributions he can make to his total enviroment. We feel the most effective avenue by which the student can explore and discover himself is through the teaching techniques involving Crafts, Home Arts, Music, Industrial Arts, Visual Arts, Fine Arts, and Performing Arts.



RECEIVED
JUN 16 1976

CITY OF WILMINGTON, DELAWARE
Department of Personnel
Division of Manpower Development

Gilmore B. Oh, II
Personnel Director
Christopher C. Richter
Program Director

1314 N. Market Street
Wilmington, Delaware 19801
302-571-4285

MEMORANDUM

TO: Summer Youth Program Work Site Supervisors

FROM: Kevin McGonegal, Program Coordinator KCM
Richard Wright, Field Director R.W.

DATE: June 3, 1976

SUBJECT: Summer Program Procedures

Attached is a list of the people assigned to your agency for the duration of the summer program. By the time they report to work, all of them will have filled the necessary working papers and will have insurance coverage in case of injury on the job. Should an injury occur to any enrollee, the incident must be reported immediately to the counselor so that the proper forms may be completed. Enrollees will report to work on Friday, June 18 and continue through until August 19th for 25 hours a week, (should program funding change, the number of days and hours per week may be adjusted).

We strongly advise all supervisors to use the first day of the program as an orientation day for their enrollees. To protect against possible confusion and complaint during the summer, enrollees should be thoroughly familiarized with all job site regulations governing them and all lines of authority affecting them. Also, enrollees should be informed of exactly what is expected of them and what their work assignment will be.

The program does not pay for lunch time and the time taken for lunch should be in accordance with standard agency policy. The week of July 5th is planned as a short work week due to the Monday holiday; the program does not pay for this holiday in order to save the program sufficient funds to employ an additional 30 workers (estimated) over the course of the summer. We do ask supervisors to allow enrollees to make up work hours lost for legitimate reasons; this is not to interfere with any time lost for unexcused absences or disciplinary reasons.

The counselor assigned to your agency is Mr. D. H. Arthurs. The counselor's duties include collecting time sheets every Thursday, delivering paychecks every Friday (starting July 2), and providing any neccessary job counseling. The counselor should be notified immediately if any enrollee is injured or involved in any incident which may lead to the enrollee's termination. Beginning on June 14, counselors will be visiting their job sites to introduce themselves and review payroll and supervisory procedures.

Towards the end of the program you will be asked to fill out evaluation forms on the counselor and on the enrollees. We would appreciate it if you would give us an honest and complete evaluations of their work performance because we want the Summer Program to be a reliable source of reference for future employers.

Thank you for your continuing cooperation and I hope we both have a successful summer.

Enclosure

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, DELAWARE 19899

RECEIVED
DEC 9 1976

INTEROFFICE MEMORANDUM

JOSEPH E. JOHNSON
ASSISTANT SUPERINTENDENT
INSTRUCTIONAL SERVICES

DATE December 7, 1976

TO: Secondary Principals

FROM: Joseph E. Johnson

SUBJECT: Plan for Improving Student Attendance

It is my opinion that many of the students in our district would improve their attendance and be more reluctant to be absent if they thought that someone in the school community actually cared whether they attended or were absent. Many students are absent because they are aware that they can go many days before anyone will question them about it. Once they are put on notice or questioned about their absences their attendance pattern improves for a short period of time.

In other instances, students are absent and the period of time for notification of the parents is extremely long. As soon as the parent is notified that the youngster is absent, the youngster's attendance pattern improves for a short period.

At the secondary level, there is no adult in the school who is directly responsible for the whereabouts of the students. Attendance sheets and cut slips are very impersonal and require a large amount of turn around time before final action is taken against the student. In some instances, the volume of cut slips and attendance violations makes it almost impossible for the person responsible to contact each individual student.

The following plan is submitted as a proposal to improve student attendance:

ATTENDANCE IMPROVEMENT PROGRAM

Step One: Inform teachers, paraprofessionals secretaries and administrators in the building of the need for a program to improve the attendance of the students in the Wilmington Public Schools. Involve these staff members in the method of selecting and assigning students, to staff members.

Step Two: Identify and prepare a list of students equal to twice the number of staff members available to work in this program.

Step Three: Assign two students to be known as attendance partners (A P) to each available staff member. Submit the name, the address, phone number and the parent name, home room and grade information to each of the staff members participating in the program. This could be done by making copies of the students' attendance card and forwarding that copy to each of the staff members.

Step Four: Each staff member should arrange for a personal conference with his or her attendance partners. At this conference, the program should be explained and a method should be established on how that staff member is going to follow up on the absences of either attendance partner. It should be made known that the staff member will monitor the daily attendance and will contact the parent or guardian to let him know what the attendance patterns have been.

Step Five: A letter should be sent to the parents of each youngster. The letter should include a statement of concern about the improvement of the attendance of each individual student. The letter should include the name of the teacher working with the attendance partners and other information that would let the parent know that we have a concern about his or her youngster as an individual. A copy of the attendance card should be attached. The letter also should include that student's attendance and tardiness history for this school year and any other information that would be helpful in improving attendance.

Step Six: Each staff member should hold periodic meetings with the attendance partners. Each student must be encouraged to continue the good work if attendance has improved, or to question why the attendance has not improved.

Step Seven: Each principal should develop a method of accessing the process of the attendance patterns of the individual students.

Instructions to the Staff Members

We are asking each staff member to take an individual interest in two students whose attendance in school could be improved. Each staff member is asked to use every reasonable method to encourage the student to improve attendance and also improve in the classroom if that is needed. We would like you to contact parents as often as necessary using a home phone or a work phone if necessary.

Periodically, letters should be sent encouraging increased attendance or praising improved attendance. Immediate follow-up is necessary. Copies of all communications and a record of phone calls should be kept for each student.

Little things such as requesting to see copies of report cards and checking on classroom progress goes a long way toward letting the young person know that you do truly care about what happens to him as an individual.

This project has the potential for great success, if each member of the staff gives 100% effort to the final objective, "increasing student attendance." The students do want someone to care about them. This is a small way to help the students in the Wilmington Public Schools.

JEJ:lbs

cc: Dr. Minter
Cabinet members
Supervisors
Elementary (informational)

BAYARD MIDDLE SCHOOL

PROGRESS REPORT

Name_____ _____ Homeroom No._____

Group No._____

TEACHERS: Please indicate_____progress for the remainder of the week. Note specific examples of disruption, disruptive behavior, violations of school rules, regulations, tardiness, absence, etc. Initial the proper space so that it shows you have seen this form.

Period H.R.	1	2	3	4	5	6	Act. or H.R.
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

PLEASE RETURN TO THE OFFICE OF THE ASSISTANT PRINCIPAL_____

SIGNATURE_____

Appendix G. 2.

SCHOOL CALENDAR 1976-1977

WILMINGTON PUBLIC SCHOOLS

T-18 SEPTEMBER P-16

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

T-20 FEBRUARY P-19

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

T-21 OCTOBER P-21

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

T-23 MARCH P-22

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

T-19 NOVEMBER P-19

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

T-15 APRIL P-15

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

T-17 DECEMBER P-17

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

T-21 MAY P-21

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

T-20 JANUARY P-20

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

T-11 JUNE P-10

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

ATTENDANCE CODES

A - illness
B - illness in the family
C - death in the family
R - religious holiday
Y - court action
X - truant
O - parental neglect
S - suspension
Z - other

Note: If tardy, write in number of minutes

School Student Number Student Name Birthdate

Entry date Withdr. Date Sex Grade HomeRoom Phone Number

Parent/Guardian Name Street Address

COMMENTS:

	Date Office Notified	Date Parent Notified	Comments
Fifth Absence			
Tenth Absence			
Fifteenth Absence			

Signatures:
Student _____ Teacher _____

Appendix G. 3.

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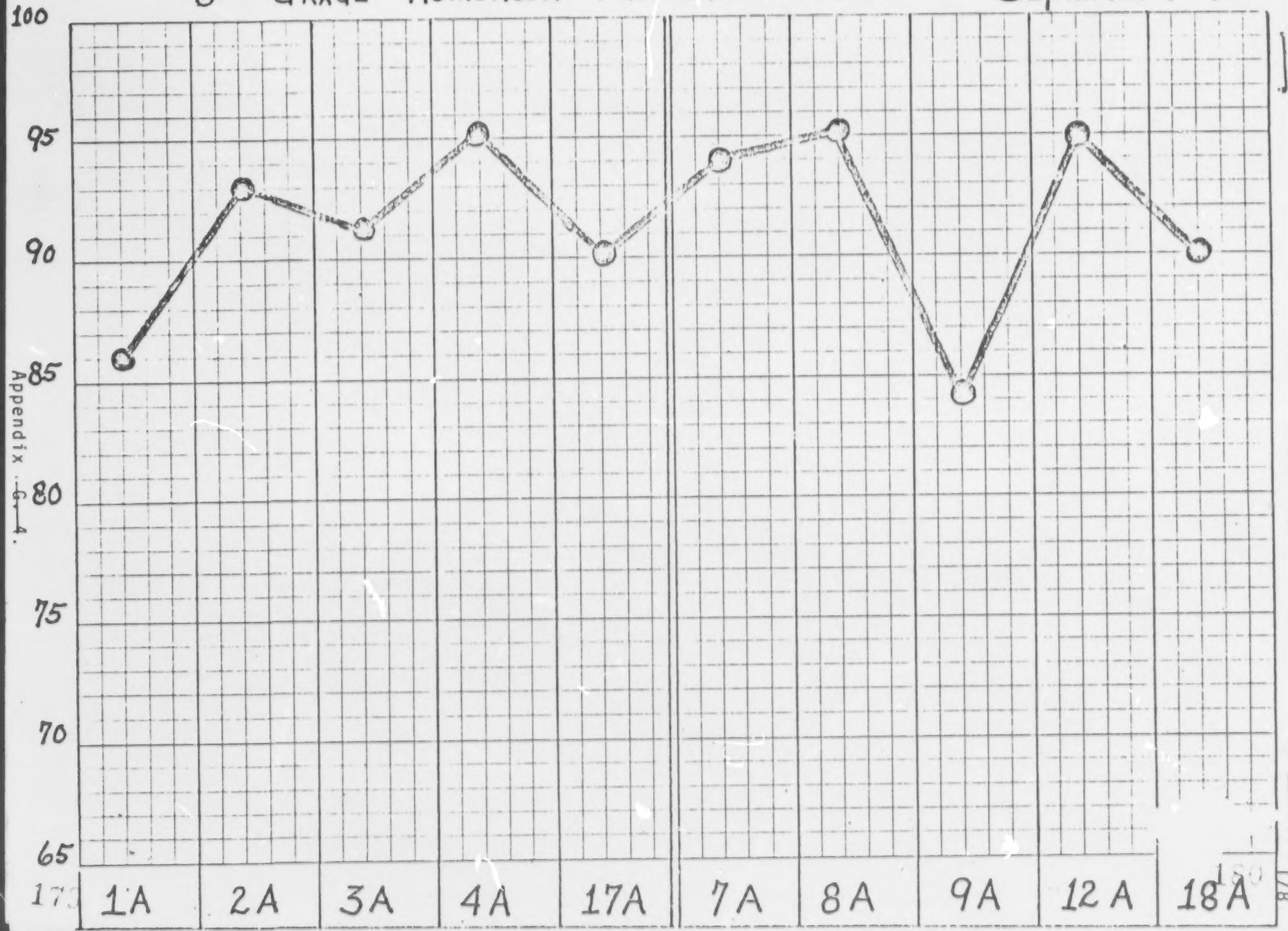
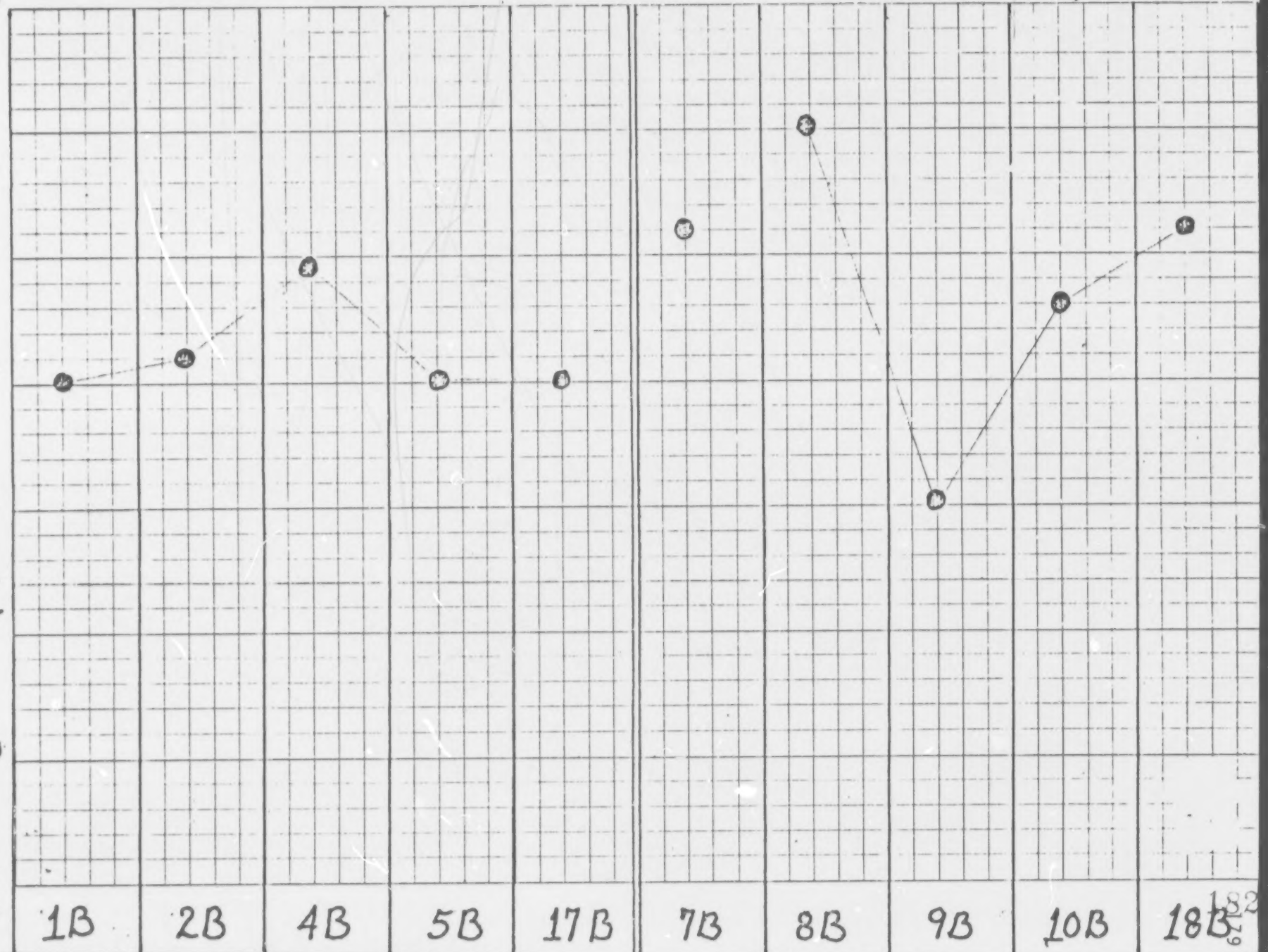
6th Grade Homeroom Attendance Chart – September '76

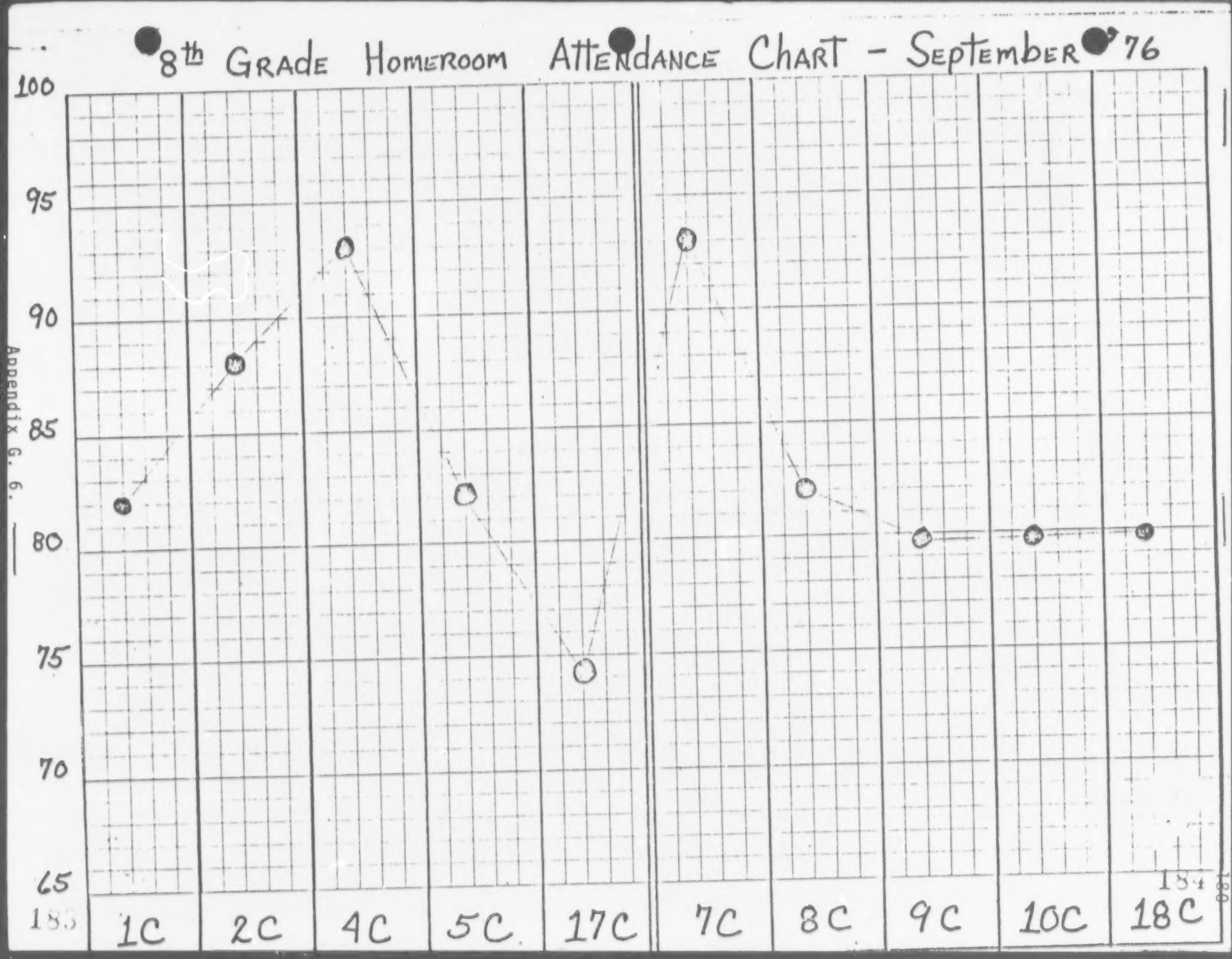


Appendix G-4.

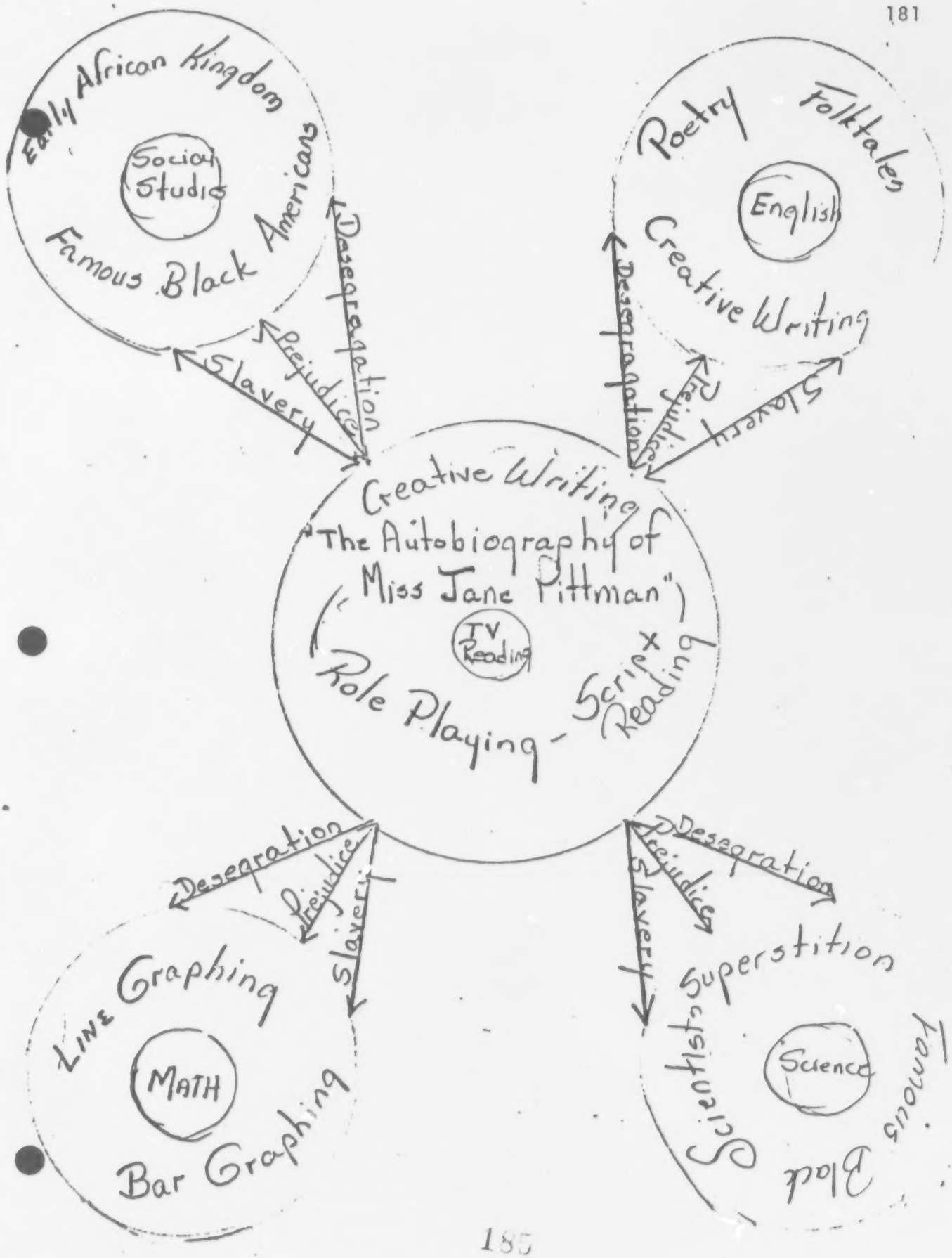
7th GRADE HOMEROOM ATTENDANCE CHART - SEPTEMBER '7



Appendix G.


8th Grade Homeroom Attendance Chart - September 76
100
95
90
85
80
75
70
65
1C
2C
4C
5C
17C
7C
8C
9C
10C
18C

Appendix G. 6.


Early African Kingdom
Social Studies
Famous Black Americans
Desegregation
Prejudice
Slavery
Poetry
Folktales
English
Creative Writing
Desegregation
Prejudice
Slavery
Creative Writing
"The Autobiography of Miss Jane Pittman"
TV Reading
Role Playing
Script Reading
Desegration
Prejudice
Slavery
Line Graphing
MATH
Bar Graphing
Desegration
Prejudice
Slavery
Superstition
Scientists
Famous Black
Science

Appendix B. 1.

The fictional character of Jane Pittman is the personification, the representation of many men and women who in spite of, or, because of their oppression, found many ways of surviving during the period preceding and following the Civil War and Reconstruction. Reporter _____ Lerner has been assigned _____ task of securing a _____ interest story about Jane _____, a 110 year resident _____ Bayonne, Louisiana. As he _____ into the city, it _____ apparent that the struggle _____ civil rights is under _____. Tension is high _____ atmosphere tight with hostility. _____ immediate goal of the _____ activists is desegregation of _____ drinking fountain in the _____ of town. Miss Pittman _____ been invited to participate _____ the demonstration as an _____ and living symbol of _____ endurance and dignity. The _____ begins in the year _____ . The Bryant plantation was _____ by retreating Confederate soldiers _____ advancing Union soldiers. Jane _____ a young slave girl _____ called upon to serve _____ groups. One year later _____ slaves were freed by _____ Emmancipation Proclamation and Jane _____ with a small group _____ ex-slaves left the Bryant _____ in hopes of establishing _____ livihoods. Living and travelling _____ constant fear of being _____ by white patrols and _____ returned to live in _____, the small group pursued _____ goals. One night, their _____ were justified. The group _____ ambushed and all except _____ and

a very young _____, Ned, was killed or _____. The two young people _____ in their attempt to _____ the Mississippi and reach _____ destination, Ohio, signed on _____ field workers on a _____ cane plantation. Finally in _____ Jane was brutally beaten _____ a warning to persuade _____ to discontinue teaching ex-slaves. _____ two were forced to separate and Ned left to establish a life elsewhere.

RIGHT RESPONSES FOR CLOZE

1. Quentin
2. the
3. human
4. Pittman
5. of
6. drives
7. is
8. for
9. way
10. the
11. The
12. black
13. the
14. center
15. has
16. in
17. inspiration
18. human
19. account
20. 1862
21. visited
22. and
23. as
24. was
25. both
26. the
27. the
28. along
29. of
30. plantation
31. independent
32. in
33. captured
34. forcibly
35. slavery
36. their
37. fears
38. was
39. Jane
40. boy
41. captured
42. thwarted
43. cross
44. their
45. as
46. sugar
47. 1875
48. as
49. Ned
50. The

GUID - A - RAMA

TEASER AND ACT I: THE AUTOBIOGRAPHY OF MISS JANE PITTMAN

Open your script to page 1. There is a page 1. Turn to the next page of the script. Now what number do you see. If you see two 2's you are blessed with having 20/20 vision. Which 2 is the page number of this script? If your answer is both, you have good vision, but not good recall. Don't you remember? On every page of a script you will find more than one numeral. One is the SHOT NO. and the other is the page number. Now which 2 is the page number and which is the SHOT NO.? Look at the next page. Now can you answer the question? If your answer is the numeral 2 on the upper right corner is the page number you are correct. That means that the numeral 2 on the left upper corner is _____. ALL SCRIPTS DO NOT FOLLOW THE SAME FORMAT!!!
write in

****

How many characters are in the first part of the TEASER on pages 1 to 4 with dialogue? What do you think of the description given to the characters LONG HEAD BOY and OLD JANE? If you were trying out for a play, would you want to volunteer for the role of the character listed as LONG HEAD BOY or would you prefer to be JIMMY? This causes one to ponder the question WHAT'S IN A NAME, doesn't it. OLD JANE's role is clearly described at the opening when we are informed that she is celebrating her birthday. Would the number of candles on the cake let you know how old Jane was on this day?

****

Read carefully all of SHOT NO. 2 and decide for yourself if you think OLD JANE was only thinking of herself when she refused to help JIMMY and the LONG HEAD BOY.

TEASER AND ACT I: continued

As you read pages 1 to 4, did you notice that there was a date in parenthesis at the end of almost every SHOT NO.? What date did you see? Write it here ( ). Why do you think that date was listed so many times? It is important. I agree with you, but what is so important about that date? Read on you will be able to answer the questions. Read now ACT I which begins with SHOT NO. 3 and ends with SHOT NO. 20.

****

Were you able to answer the questions about the date? What do you think about Quentin? Is he friendly or do you think he is just doing his job? Speaking of being friendly, why was LENA so unfriendly to QUENTIN?

****

When you read the description of what happened at the courthouse in Bayonne to JIMMY and his group did it remind you of events which really happened? List ay least three events that really happened similiar to what happened in the script:

1. _____

_____

2. _____

_____

3. _____

_____

LET'S STOP HERE FOR A MOMENT TO DISCUSS YOUR LISTS!!!

****

Are you able to answer the questions about that date which appeared so many times in the script?

THREE LEVEL GUIDE

ACT 1: THE AUTOBIOGRAPHY OF MISS JANE PITTMAN

Level I - What did it say in the script? CHECK TWO

_____ A. Old Jane did not like some people on first sight.

_____ B. The sheriff smashed Jimmy and his group on the concrete steps.

_____ C. Lena didn't want Jane to tell the reporter anything.

_____ D. The black girl drank from the fountain for "WHITE ONLY".

Level II - What did the script mean? CHECK TWO

_____ A. Jane wasn't afraid of anything.

_____ B. Jane was afraid of dying.

_____ C. If you stay in your place and obey the laws you'll stay out of trouble.

_____ D. Jane could accomplish more because she was older than Jimmy.

Level III - How can we apply what we have read in the script? CHECK TWO

_____ A. When one is as old as Jane, they should be in a nursing home.

_____ B. Freedom and justice is not for all.

_____ C. You can catch more flies with honey than with vinegar.

_____ D. Promises are made to be broken.

_____ E. It's not worth the paper it's printed on.

_____ F. Don't trust anyone bearing gifts.

VOCABULARY DEVELOPMENT II

You can make up nonsense compound words from words that rhyme in the list below. The sentences give clues that tell you which new word to write on the line. The first one is done for you.

coat	chair	stool	high	big	farm
tamer	harm	hummer	hair	trail	flamer
mail	sigh	boat	cool	wig	summer

1. A big dog lost all the hair on his head. What can he use? bigwig

2. What is another name for a fireman? _____

3. What is the opposite of a hot seat? _____

4. What kinds of letters can you get on a hike? _____

5. What do you sit in to get your hair cut? _____

6. What's another name for a bee? _____

7. What do you need when it's cold on a ship? _____

8. The lady walked to the tenth floor. Then she gave a _____

9. The grasshoppers ate the crops. What did they cause? _____

ANSWERS

2. flametamer
3. coolstool
4. trailmail
5. hairchair
7. summerhummer
8. boatcoat
8. highsigh
9. farmharm

SUPER DOOPER SCOOPER

INTERPRETING FEELINGS

The ten statements below are taken from the script, THE AUTOBIOGRAPHY OF MISS JANE PITTMAN. Circle one of the three words beneath each sentence that best describes the emotion the character feels.

1. Colonel! Colonel! They're coming! I see the dust!
   a. excitement b. anger c. shame

2. It was the prettiest name she had ever heard.
   a. embarrassment b. joy c. sorrow

3. They hugged and kissed and embraced away two decades of separation.
   a. affection b. embarrassment c. jealousy

4. Where? Oh, my God, they're coming right through the field.
   a. concern b. joy c. fear

5. For the first time there was fear in Vivian's eyes.
   a. worry b. shame c. pity

6. Tears streamed down her cheeks. Her lips trembled.
   a. sorrow b. anger c. joy

7. Joe Pittman turned toward him in near panic.
   a. excited b. shame c. surprise

8. Now the old Colonel started shaking and screaming in a rage.
   a. anger b. sorrow c. pity

9. Quentin fumbled for an appropriate thanks.
   a. appreciation b. approval c. apathy

10. I am going to Bayonne today!
    a. excited b. determination c. joy

ANSWER KEY

1. excitement
2. joy
3. affection
4. concern
5. worry
6. joy
7. surprise
8. anger
9. shame
10. determination

VOCABULARY DEVELOPMENT

Fill in the blank spaces in the sentences with the correct word. The words needed to complete the sentences can be found in the WORD BANK, but you will find two different spellings for each word. Select the correct spelling for each word and write it on the line to complete each sentence.

1. By 1625 A.D., Abomey was the _____ city of Dahomey.
2. Local chiefs paid _____ to the invading monarch as they conquered parts of the great continent.
3. The Dahomean king was a practical _____.
4. As each new leader _____ his father, he was given his day in court before the Dahomean king.
5. Dahomeans used _____ for counting the population in each village.
6. Dahomey had a money economy long before the _____ came.
7. In the old days of Dahomey, royal memorial services included human _____.
8. In Dahomey, people competed for wealth in the market place and even the king was something of a _____.
9. From this land many captives from other tribes were placed in _____ and placed on the slave ships for America.
10. They brought their _____ - their belief in possession by gods and by evil men - voodoo to America.

WORD BANK

1. capital	capitol	6. Europeans	Europans
2. Homeage	homage	7. sacerfice	sacrifice
3. politician	politican	8. businessman	busnessman
4. succeded	succeeded	9. inslavement	enslavement
5. pebbles	pebbels	10. mysticism	mysterticism

Patterns Guide for the Poem

"Mother to Son"
by Langston Hughes

(Cause-Effect)

"Mother to Son"

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had rocks in it.
And splinters,
And boards torn up,
And places with no carpet on the floor--
Bare.
But all the time
I'se been a-climbin' -on
And reachin' landin's.
And turnin' corners.
And sometimes goin' in the dark
Where there ain't been no light.
So, boy, don't you turn back.
Don't you set down on the steps,
'Cause you finds it kinder hard.
Don't you fall now--
For I'se still goin', honey,
I'se still climbin'
And life for me ain't been no crystal stair.

In a sense, the poem is a simple listing of harsh elements of life. On another level, it is a comparison between the strength of human will and the great resistance of harsh life. But none of these levels encompass the true meaning of the poem. To arrive at that, it might be useful to think of the pattern formed by ripples on a pond after a pebble has been tossed into the water.

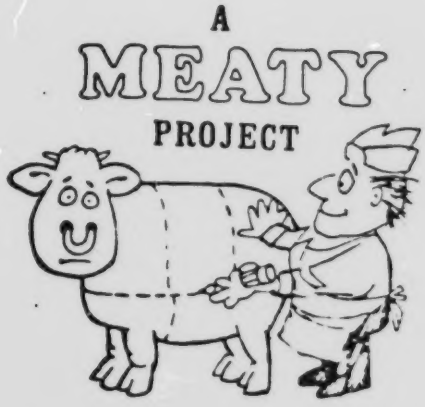
(1) Circle #1 is the place where the pebble went in. It represents the center around which the poem is built. What is the core line or thought in the poem? Write your answer in circle #1. This will have to be short. You might have written something like "life is hard" or "life isn't a crystal stair"

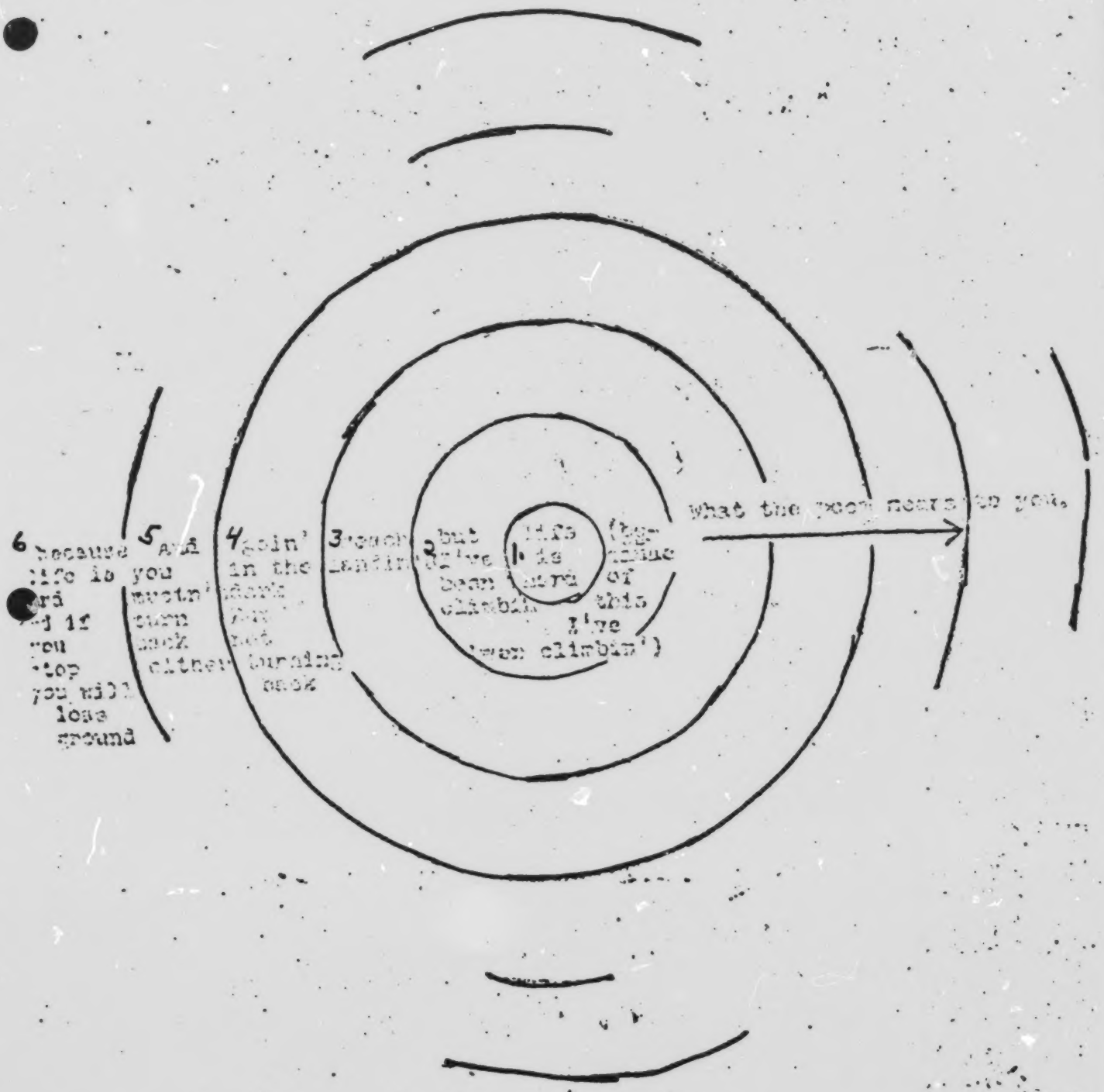
(2) Next fill in circles #2, 3, 4 with the results of this hard life. These will either be stated or implied in the poem.

(3) Fill in circle #5 with the reason why the mother is telling this to her son. The reason is a consquence of the preceding circles.

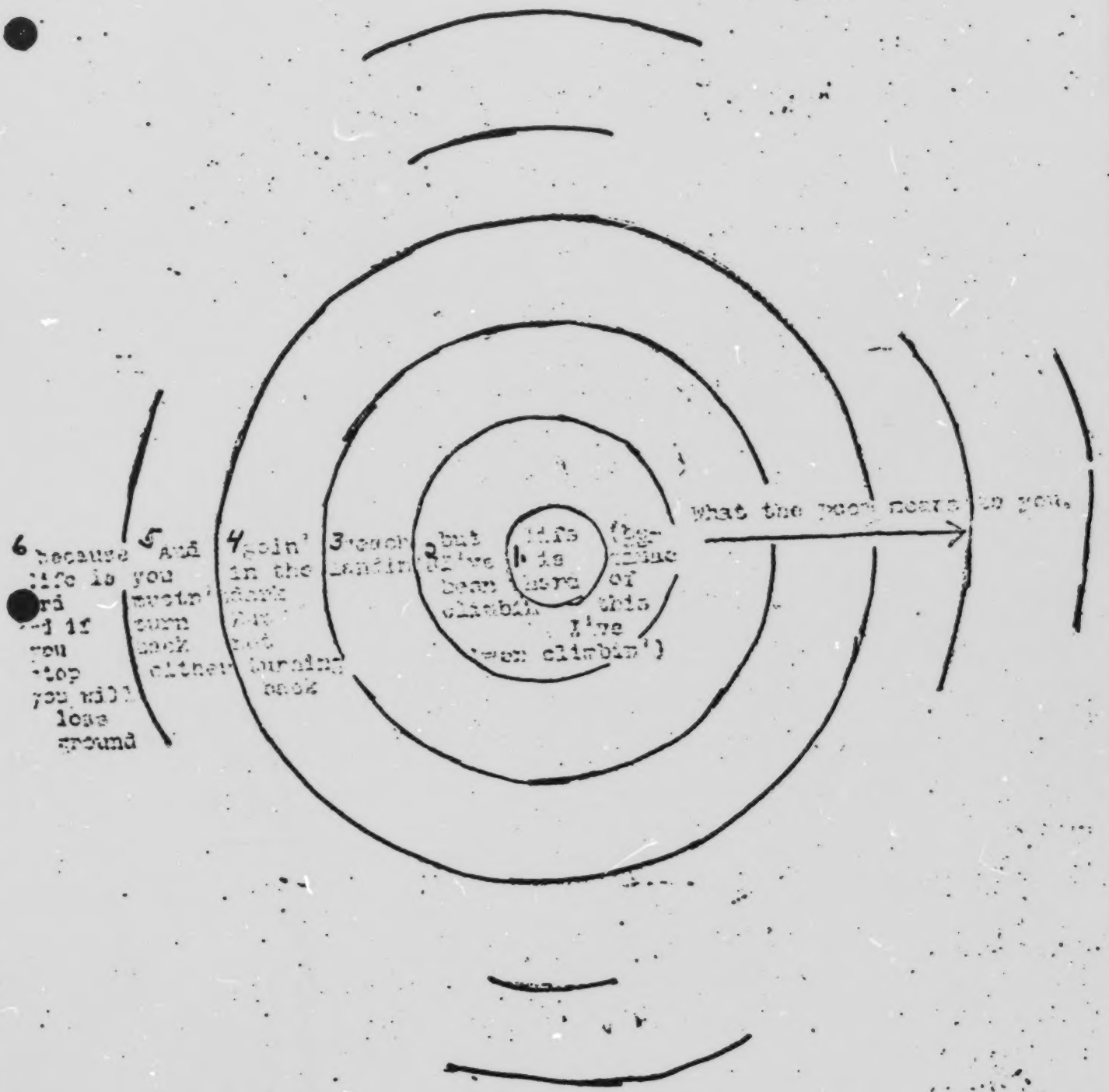
(4) Lastly, fill in circle #5 with the general meaning of this poem. This meaning is built upon what you have written in the preceding circles.

Your diagram might now look something like the one that is on the next page. There are bound to be differences, which will be discussed in class. In any case notice the cause and effect pattern of the poem that the diagram reveals.




6
because
life is
you
and if
you
stop
you will
lose
ground
5
And
you
movin'
turn
back
either
4
goin'
in the
burning
3
2
but
1
life
is
more
of
this
I've
(been climbin')
what the moon means to you.

Appendix H. 1.


what the poem means to you.
1 life is (because of this I've been climbin')
2 but I've been climbin'
3 reach
4 goin' in the
5 And you wastin' turn back either
6 because life is you turn back you will lose ground

ACKNOWLEDGMENTS

MANY THANKS TO OUR PRINCIPAL, PARENTS, THE OFFICE, AND STAFF PERSONNEL, THE BICENTENNIAL COMMITTEE, TEAM 6, TEAM 4, AND UNIFIED ARTS FOR RELINQUISHING TIME FOR REHEARSAL.....

DEDICATION:

TO BILLY, SHELLEY, STEPHANEY

Appendix H. 2.

THE BAYARD THEATRE OF DRAMA AND DANCE

PRESENTS

"GOOD TIMES"

BICENTENNIAL STYLE

BAYARD AUDITORIUM

BERNICE B. SWANN,
DIRECTRESS AND
CHOREOGRAPHER

MAY 25, 1976

EVENING PERFORMANCE
JUNE 3, 1976 - 7:30 P.M.

THEATER OF DRAMA

WHEN THE BICENTENNIAL COMMITTEE MAKES AN IRRESISIBLE OFFER TO JAY JAY, HIS FINANCIAL WORRIES CAN BE EASED FOR A WHILE.

BUT THE PROBLEM JAY JAY FACES IS DECIDING TO DO WHAT PLEASES THE COMMITTEE OR WHAT PLEASES HIM.

CAST

MR. EVANS	THOMAS CAMPBELL
MRS. EVANS	RHONDA HENRY
JAY JAY	HERBERT MALACHI
THELMA	DONNA LUM
MICHAEL	NATHANIEL BRIGGS
JENNY	YOLANDA CLARK
MR. GRAYSON	STEPFON GRAYSON
WILLONA	WANDA MATTHEWS
MISS HAYNES	TINA WILLIAMS
2 CLEANING LADIES	SUSAN LEWIS WANDA MATTHEWS
NURSE RINNE	DONNA WOODARD
NURSES	KATHLEEN STANFORD STEPHANIE FORD
ATTENDANTS	PARIS JOHNSON CLARENCE BUTCHER
MESSENGER	CLARENCE BUTCHER
ANNOUNCER	ROBIN GALE

THEATER OF DANCE

OBOSO M. DIBANGO	INTRODUCTION
SOUL MAKOSSA M. DIBANGO	A TRIBUTE TO OUR PAST
LOVE POWER WILLIE HUTCH	A TRIBUTE TO THE PRESENT
AQUARIUS FIFTH DIMENSION	A TRIBUTE TO THE FUTURE

DANCERS

MIRIAM BROOKS	SUSAN LEWIS
FELICIA BROOMER	DONNA LUM
STEPHANIE FORD	ANGELA REED
ROBIN GALE	KATHLEEN STANFORD
JUDY LEON	TINA WILLIAMS

NOTE: STORY PARTIALLY BASED ON "EXPRESS STOP FROM LENNOX AVENUE" BY ADRIAN SPIES

Appendix H. 2.

200

194

H 2.
201

A PSALM OF LIFE

Tell me not in mournful numbers,
  Life is but an empty dream!-
For the soul is dead that slumbers,
  And things are not what they seem.

Life is real and life is earnest!
  And the grave is not its goal;
Dust thou art, to dust returnest,
  Was not spoken of the soul.

Not enjoyment and not sorrow,
  Is our destines end or way;
But to act, that each tomorrow
  Finds us farther than to-day.

Art is long, and Time is fleeting,
  And our hearts, though stout and brave,
Still, like muffled drums, are beating
  Funeral marches to the grave.

In the world's broad field of battle,
  In the bivouac of Life,
Be not like dumb,driven cattle!
  Be a hero in the strife!

Trust no Future, however pleasant!
  Let the dead past bury its dead!
Act,- act in the living Present!
  Heart within, and God o'erhead!

Lives of great men all remind us
  We can make our lives sublime,
And, departing leave behind us
  Footprints on the sands of time;

Footprints that perhaps another,
  Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
  Seeing, shall take heart again.

Let us then,be up and doing
  With a heart for any fate
Still achieving, atill pursuing,
  Learn to labor and to wait.

Henry Wadsworth Longfellow

Appendix H. 3.

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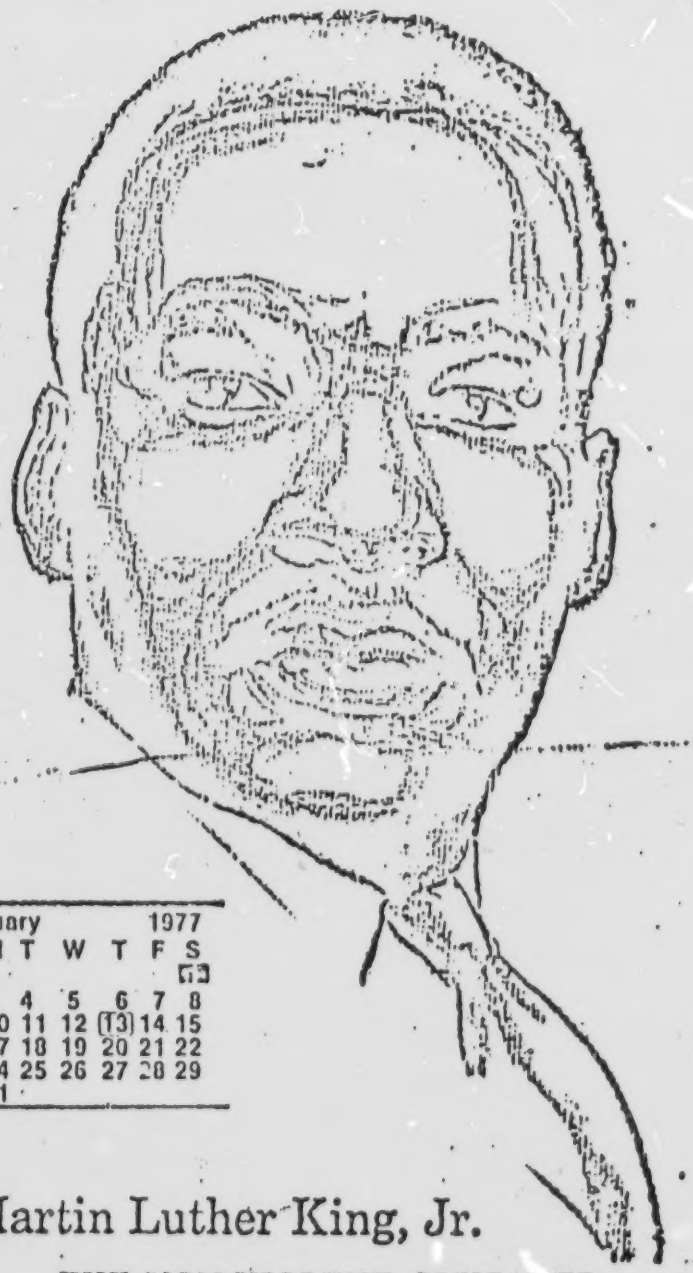
WILMINGTON, DELAWARE 19806

JANUARY 13,1977



January						1977
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Martin Luther King, Jr.

THE NON-VIOLENT CRUSADER

203

195

PROGRAMME

Musical Interlude

Convenor.....Mr. Ivory Collins,
Instructor, Team III.

Musical Selection.." America" ..... Audience

Fleg Salutation

Choral Readings .....led by Mrs. Frances Godt
and Mrs.Virginia Ellegood

Guest Soloist.?..... Mrs. Yvonne Burgess
Accompanied by Mr. Carl A. Lolley

Introduction of Speaker

Speaker ..... The Rev. Dr. James W.Davis,
Administrative Assistant

Musical Selection. "Lift Every Voice and Sing".
Audience

Reading..... Mrs. Mildred Wilson,
" A Pslam of Life" Instructor, Bayard Faculty

Musical Selection.."We Shall Overcome" Audience

Announcements and Awards..... Dr. Blanche M.Fleming,
Principal

Closing Selection..... Audience
" The Battle Hymn of the Republic"

Choral Readers:

Team 1	Dianna Raduszewzewski Timothy Ward	Team 4	Rochelle Starling & John Salata
Team 2	Patty Whittle Mark Jacobs	Team 5	Sharon Anderson Brian Artis
Team 3	Edith Chapman Cassious Jacobs	Team 6	Janice Staats Paul Chapman

Appendix H. 3.

Dr. Martin Luther King

A great man, with a great hope for all people. Born in Montgomery, Alabama and educated in the public schools of that city, Martin Luther King sought to continue his education in a number of institutions of higher learning. He was a graduate of Moorehouse College, received his bachelor of Divinity Degree from Crozer Theological Seminary in Chester, Pennsylvania, and pursued doctoral study at Boston University where he was graduated in 1955.

Dr. Martin Luther King has been honored in many ways for his dedication and work for the good of all mankind. He was recognized both in America and in countries around the world. He was loved and respected by rich and poor alike. A great tribute was bestowed upon him when he was awarded the Nobel Peace Prize for him work for world peace.

A Man among men, A man with a vision and a dream. We are a part of that dream. It is for us to keep alive that dream, that hope for all men to live as brothers!

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, DELAWARE

INTERDEPARTMENTAL MEMORANDUM

DATE March 8, 1976

To: Principals and Art Teachers -
Bancroft Middle School
Bayard Middle School
Burnett Middle School
Warner Middle School
Howard Career Center
P.S. duPont High School
Wilmington High School

MAR 09 1976

From: Robert Moore

Re: Wilmington '76 Project - Painting Fireplugs on Mall

The initial workshop meeting for the Wilmington '76 Project was held on Saturday, March 6th at 10:30 a.m. on the Mall.

This session was arranged by Mrs. Judy Hoopes, Chairperson of Wilmington '76, Inc.

Students Present		Students Absent	
Bruce Crossan	- Bayard	Joseph Seward	- Bayard
Alonzo Spencer	- Bancroft	Joe Green	- Burnett
Benjamin Wing	- Bancroft	Cynthia Haile	- Howard
Owen Napier	- Burnett	Peter Koger	- P.S. duPont
Richard Meadows	- Warner	Eric Jordan	- P.S. duPont
Michael Skinner	- Warner		
William Charles	- Howard		
Elizabeth Armstead	- Wilmington		
Kenneth Smith	- Wilmington		

Workshop Developments

Nine of the fourteen students assigned to the project by their schools reported for the initial meeting.

Mrs. Hoopes and her assistant reviewed the plans for the project which included the display of a large street plan of the entire Mall area with fireplugs to be painted located.

The two artists, Mr. Herbert Boden and Mr. Richard Palmer, conducted the rest of the meeting. They conducted an interesting and informative session on the art of decorative painting on fireplugs. The final phase of this instruction was done outdoors on two fireplugs at 7th and Market Streets.

It was agreed that following the painting of the fireplugs on the Downtown Mall, the student artists could serve as a nucleus for similar projects in the area of their home schools. Each school could obtain permission for painting these fireplugs through Wilmington '76, Inc.

Plans for the Next Meeting

It was agreed that the students would report next Saturday, March 13th at 9:30 a.m. to The Center for City Living (613 Market Street) to begin actual painting of the fireplugs.

If weather is found to be prohibitive, the Wilmington '76 Committee will telephone each student participant on the morning of the activity to notify them of the cancellation - otherwise, it should be assumed that work will go on.

Each student has been invited to bring an assistant student from the same school in order to keep the required time for completing the project down to about 4 hours.

Since work would probably go on to about 2 p.m., it is suggested that each student bring a bag lunch.

Responsibilities for Schools

Each school will play a major role in the success of this project. We ask support in the following ways:

1. Determine whether or not students absent from the initial meeting can be reliable participants.
   If not, replacements should be found.
2. Remind each participant about next Saturday's meeting at the Mall. Emphasize the importance of being on time, at 9:30 a.m.
   This reminder could be given on Thursday, at school.
3. Help students select a capable assistant for the painting of their fireplug assignment.
4. Obtain parental permission for both the fireplug artist and their assistant.
5. Send the names and home phone numbers of all assistants and all fireplug artists who were not at the initial meeting to me at the Art Education Office (573) no later than Thursday, March 11th.

cc: Dr. Joseph E. Johnson
Mr. Jimmie V. Morris
Mrs. Judy Hoopes
Mr. John T. Holton

WILMINGTON PUBLIC SCHOOLS
ART DEPARTMENT

Working Details

1. Window assignments will be given to the participants by the teacher supervising the project.

2. Each participating school may be responsible for two windows. The theme should be related to the Halloween season.

3. Selection of the designs representing each school should be left to the concerned Art staffs. It is expected that these paintings will reflect artistic skill, and imagination in a socially responsible manner.

4. The student whose picture is selected will work alone on the bank window. It is, therefore, important that a detailed sketch be taken along. The student should be marked present and excused from classes for the day.

5. Preparation of the window should include:

   a. Taping heavy paper on the wall and pavement directly beneath the entire width of the window.

   b. Taping a border no less than 9 inches from the edges of each window.

   c. Application of an undercoat of Bon-Ami before painting, which will make it easy to sketch in charcoal. It will also give a good painting surface.

6. Painting Instructions and suggestions:

   a. Use only tempera or poster paints. Acrylic or oil paints are strictly forbidden, since they will not wash off.

   b. The 9 inch border around the design is to be left clear and unpainted.

   c. Students can be encouraged to leave unpainted or clear areas within the picture if it helps the design.

   d. The entire area around each window must be left clear when work is completed.

7. Miscellaneous Details:

   a. There will be water at the site.

   b. Students will need the following:
      Brushes
      Poster Colors
      Masking Tape
      Heavy Paper (Preferably two strips of brown kraft to cover the wall and pavement under the window)
      Bucket
      Empty pans or jars for mixing colors

c. Most windows are about 6 feet tall and about 6 to 8 feet wide. It seems that ladders will not be needed.

8. Transportation and Reporting Time:

a. Each school is responsible for transporting its students and painting materials to the working area.

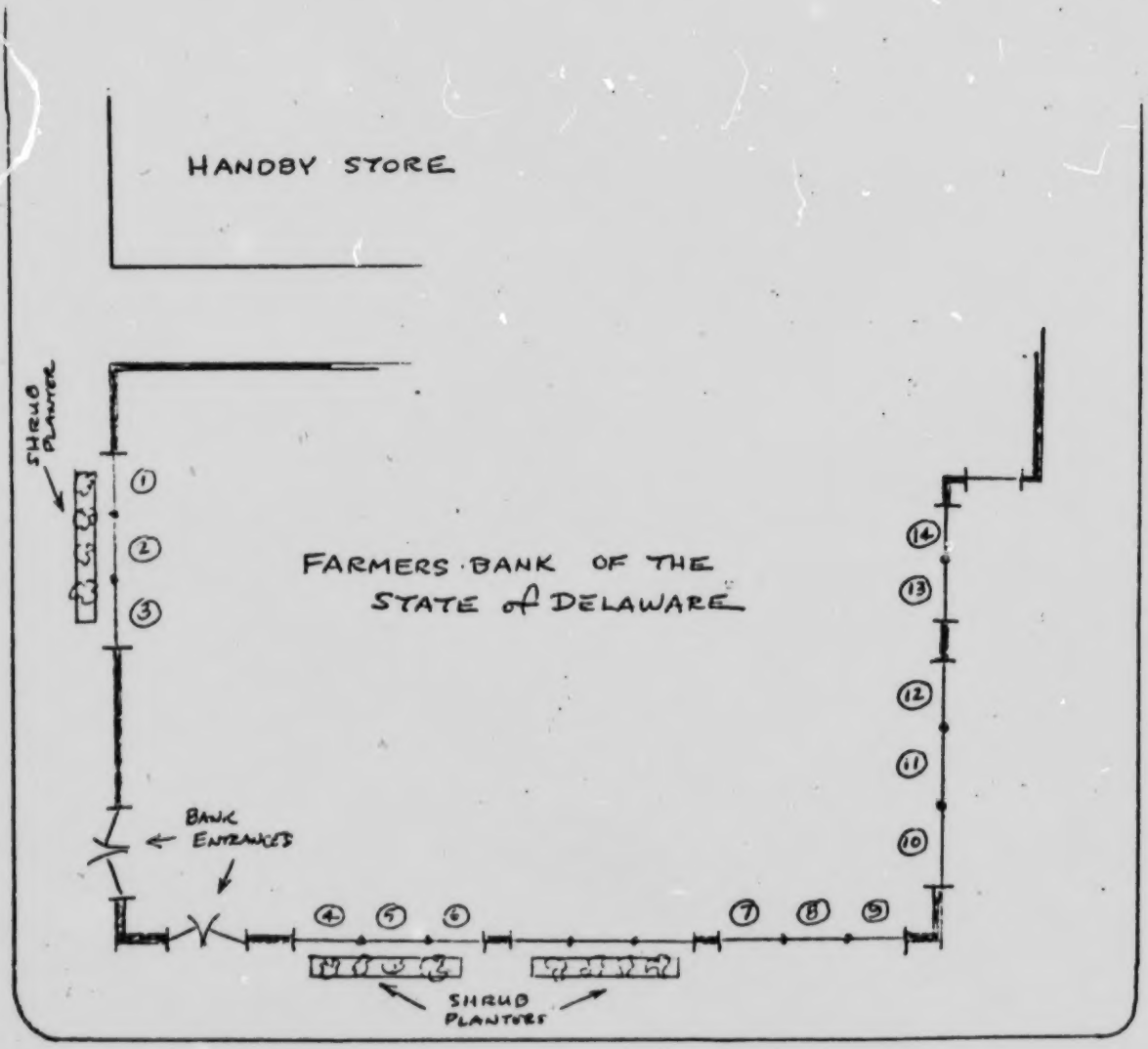
b. Student artists are to report to the teacher supervising the project no later than 9:30 a.m.

c. Students are not to leave the bank working area unless excused by the supervising teacher.

9. Students should consider this a classroom situation and made aware of their responsibilities when selected.

SKETCH OF HALLOWEEN WINDOW PAINTING SITE

SHOWING LOCATION OF 14 AVAILABLE WINDOWS



DELAWARE DEPARTMENT OF PUBLIC INSTRUCTION
LETTER OF INTENT FORM FOR
FEDERAL AND STATE ASSISTANCE PROGRAMS

202

Instructions: Prepare and submit original and one copy

1. Check appropriate item:

	PROGRAM NEW	PROGRAM CONTINUING
ESEA Title I (P.L. 89-313) Handicapped	—	—
ESEA Title II	—	
ESEA Title III	—	—
Education of the Handicapped Act (Part B, P.L. 91-230)	—	—
Vocational Programs:		
Regular Occup/Voc.	—	—
Summer Occup/Voc.	—	
Federal	X	—
NDEA Title III	—	

A. DPI USE ONLY

Date Rec/d _____

Fiscal Year _____

Total Units _____

2. Descriptive Project Title... USOE Code
INTRODUCTORY TYPING
14.3503

3. Educational Agency(s) - Address
Wilmington Public Schools
P. O. Box 189
Wilmington, Delaware 19899

4. Project Location(s) - Address (Name of school, etc.)
BAYARD MIDDLE SCHOOL
S. DuPont and Chestnut Streets
Wilmington, Delaware 19805

B. DPI USE ONLY (Signature and Date)

State Supervisor

State Director

Assistant State Superintendent

5. Project Area (Occupational/Vocational/Curricular)
Occupational/Vocational
BUSINESS

6. Program Level

	Participants Sub Total	Participants Grand Total	Instruction Min/wk (Voc. only)	Total Project Cost
Elementary Ed.				$ 48,150.00
a. Handicapped				
b. Disadvantaged				
Secondary Ed.	120	230		C. DPI USE ONL
a. Handicapped	30			
b. Disadvantaged	100			
Special Schools				
Post Secondary				
a. Apprentice				
b. Trade Extension				
Adult Education				
a. Handicapped				
b. Disadvantaged				

Approved ☐
Approved with Conditions ☐
Rejected ☐

7. Duration of Project
From: July 1, 1976
To: June 30, 1977

8. Narrative
Please follow attached format (not to exceed two typewritten pages).

LOCAL APPROVAL: We assure Compliance with Title VI and Title VII of the Civil Rights Act 1[illegible] (P.L. 88-352) Title IX of the Education Amendments of 1972 (P.L. 92-318) and all requirements imposed by or pursuant to the Regulations of the Department of HEW (45 CFR Part 80).

Chief School Administrator (Signature & Date)

David H. Moyer 12-02-75
Local Contact Person (Signature & Date)

6. MAJOR PROBLEM (S)

Many Hayward students rate below the national average in reading skills and basic English skills. They are in need of special programs which will help them develop these skills, and still present a more "adult" challenge than continuous drilling and redrilling of elementary skills. We have urgent need of more programs for these students to increase their career potential. This program will serve 250 city students, 7th and 8th grade. About 30 of these students will be Socially and Emotionally Disturbed, EMH or LD students. Another 110 or more can be classified as disadvantaged as determined by our Title I Program

MAJOR OBJECTIVES

1. The students will type 12 words per minute with 95% accuracy as determined by Time Test.

2. The students will show a 10% improvement in basic skills of punctuation as measured by the CTBS.

MAJOR ACTIVITIES

1.0 Teacher instruction and student practice in typing skills.

2.0 Teacher instruction and student practice in correct punctuation.

EVALUATION PROCEDURES

1.0 The teacher will administer standard typing tests.

2.0 The teacher will compare student scores on the CTBS, administered district wide in the fall and in the spring.

9. Itemized budget for funds being requested in Item A.

Expense Classification	Budget Amount Requested
SALARIES (List number PT/FT)	16 000
Professional: One full-time teacher	$ 16,000
Non-Professional	
CONTRACTED SERVICES (Type)	
Electrical Outlets (Estimated Cost:	1,500
Estimated Cost: Installing flexible walls - area 24 ft. x 20 ft.	3,200
(one wall already installed) Moving fixed cabinets	1,200
MATERIALS:	
Software	1,000
EQUIPMENT:	
35 13 inch electric typewriters estimated at $500 each	17,500
35 secretaries desks and chairs at $150 each	5,250
FIXED CHARGES:	
25 % of teacher's salary	2,500
TRAVEL:	
In-State	
Out-of-State (specify)	
OTHER EXPENSES:	
	$ 48,150

DPI USE ONLY (REMARKS):
CONDITIONS

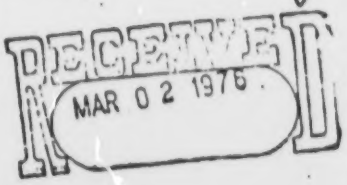
/

CC: Executive Cabinet
Dr. Hitlin

205

DEPARTMENT OF PUBLIC INSTRUCTION
INSTRUCTIONAL SERVICES BRANCH
VOCATIONAL EDUCATION DIVISION
LETTERS OF INTENT
Vocational Education Amendments of 1972
Fiscal Year 1977

Irene Flenory



DISTRICT: WILMINGTON

APPROVED LETTERS OF INTENT

Course	Amount
Child Care Career Program	$15,000
EMR Work-Study Program	8,000
Consumer and Homemaking Education for the Disadvantaged	12,000
Introductory Typing	12,000

REJECTED LETTERS OF INTENT

Course	Reason
Greenhouse Production and Management	Program desirable; however, limited funds prevents consideration of project.
Career Awareness	Project funded the previous two years.
70,001 Project	Inasmuch as 70,001 has been incorporated nationally, funding consideration is withheld until such time that administrative responsibility is again identified.

206

THOMAS F. BAYARD MIDDLE SCHOOL
ANNUAL SPRING CONCERT

C H O R U S AND B A N D

Bayard Chorus(es) ..... Mrs. L. Anderson.
Accompanist - Mrs. D. Hobbs

"Let There Be Peace On Earth".Miller & Jackson
Echo Ensemble: D. Akins, D. Dickerson
C. Dyton, D. Lindsay,
D. Wilson

"Young Thoughts" ..... Jack Kuntz
6th Grade Chorus

Passing By" ..... Edward Purcell
Soloist: Mary Clay

"In The Merry Month Of May ..... Henry Youll
7th, 8th Grade Chorus

"I Believe/"Ave Maria" ..... Beard & Tucker

"Banjo Man" ..... Carl Strommen
Bass: Phillip Lum; Drums: Gregroy Woodard

**** TEN MINUTE INTERMISSION ****

Bayard Middle School Band.....Mr. J. Randall
Director

"Windy" ..... Ruthann Friedman

"Tribal Dance, No. 1" ..... S. Carlin &
W. Livingston

"Old English Suite" ..... Gerald Sebesky

"Andante e Presto" ..... L. Forsblad

"Great Gate of Kiev" ..... M. Moussorgsky
arr. D. Eymann

"Concertata" ..... L. Forsblad

"Sir Duke" ..... Stevie Wonder
arr. J. Randall

Appendix H. 6.

BAYARD"S ANGELS

Connie Anderson

Sharon Anderson

Lisa Bunche

Aleta Clay

Leslie Cruz

Maria Fowler

Tanya Lum

Debbie Marshall

Vinolia McNeil

Kim Oates

Katrina Rudd

Dawn Taylor

Carole Wright

Yvonne Vanieken

DANCERS

Carmelia Berry

Natalie Conners

Maria Fowler

Doretha Walley

Scene I: ..... Sportswear

Scene II:.....Variety of outdoors

Dance: ..... Let's Dance With The Hilltop

Special request appearance:

"Surprise"

Meeting of the models

Acknowledgements

HOPE YOU ENJOYED OUR SHOW!

BAYARD MIDDLE SCHOOL UNIFIED ARTS PHILOSOPHY

Our philosophy is founded on the belief that the family as the basic group of society excercises a powerful influence on personality development of individuals. The family in turn is influenced by social and economical conditions which change rapidly and constantly. Home, school and community are challenged with the responsibility of helping individuals make satisfying adjustments in life situations. Unified Arts has a unique contribution to make to the total educational program in this area of daily living, by providing the opportunity for creative development and the growth toward a positive self-image.

UNIFIED

Attitude

1. Awareness of others
   - Accepting people as they respond to you
   - Do not base attitutes on assumptions
2. Respect for self and surroundings
   - Cleanliness
   - Awareness of ecology
3. Team work
   - Respect for opinions of others
   - Appreciation of contributions of others

Responsibility

1. To self and to others
2. To learning environment
3. To school, community and home

Talent

1. What it means to have talent
2. Discovering and making positive development of one's talent
3. Making positive use of talent

Self image

1. Grooming
2. Dignity
3. Personality

These concepts and attitudes are reinforced through weekly large group discussions supplemented by audio-visual aids, resource persons, and other media with all instructors participating in the planning and evaluation.

SCOPE AND SEQUENCE:

See the circle for specific offerings in each area

LEVEL I (Grade Six) ORIENTATION EXPLORATORY (first half of offerings)

LEVEL II (Grade Seven) EXPLORATORY (Second half of offerings) At the end of Levels I and II students should have had experiences in all or most areas provided in UA area.

LEVEL III (Grade Eight) SPECIAL INTEREST or ENRICHMENT EXPERIENCES In depth, work with required skills for area of interest, or in area of student's choice. Prerequisite Levels I and II involving Peer-teaching and Independent study.

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, DELAWARE 19805

THOMAS F. BAYARD MIDDLE SCHOOL
DAVID H. MOYER
ACTING PRINCIPAL

S. DUPONT AND CHESTNUT STREETS
TELEPHONE (302) 429-7326

June 13, 1977

Howard Career Center
Cosmetology Department
Twelfth and Lombard Streets
Wilmington, Delaware 19801

Attention: Mrs. Roberta Broadwater
Mr. LeRoy Gaines

Dear Mrs. Broadwater and Mr. Gaines:

We take this opportunity to express our gratitude to both of you for the guidance, motivation, and help you have given our children who were a part of the program initiated by Mrs. Frances Godt in your cosmetology department. The boys and girls of Bayard have really shared a most rewarding experience in your department that is greatly appreciated and will be long remembered.

Your willingness to work with Mrs. Godt and our students during the length of this program has shown our students ways of feeling better about themselves, knowing that development of self-concept does play an important role in a child's school achievement. You have gone above and beyond the call of duty to help others.

If we can ever be of any help to you, please feel free to call on us at anytime.

Sincerely yours,

James W. Davis

Mr. James W. Davis
Administrative Intern

JWD/ar

cc: Mr. John Pickett
D. H. Moyer

THE STAR-SPANGLED BANNER

Oh,-say! Can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming
Whose broad stripes and bright stars,
through the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there
Oh, say does that-Star Spangled Banner yet wave-
O'er the land of the free and the home of the brave?

IF I HAD A HAMMER (The Hammer Song)

1. If I had a hammer, - I'd hammer in the morning
   I'd hammer in the evening-All over this land,
   I'd hammer out danger-I'd hammer out a warning
   I'd hammer out love between my brothers and my sisters-
   All_____ over this land.

2. If I had a bell, -I'd ring it in the morning , etc.
3. If I had a song, - I'd sing it in the morning, etc.
4. Well, I got a hammer - And I got a bell,
   And I got a song to sing - All over this land,
   It's the hammer of justice, - It's the bell of freedom,
   It's the song about love between my brothers
   and my sisters, - All - over this land.

PLAQUE - I C M A
Interstate Circulation
Managers Association
U. S. Savings Bond - Wilmington News Journal

THOMAS F. BAYARD MIDDLE SCHOOL
Wilmington, Delaware 19805

SEVENTH GRADE ASSEMBLY

Wednesday, March 23, 1977
9:30 - 10:00 - TEAM IV

Mr. David Moyer, Acting Principal
Dr. James W. Davis
Administrative Assistant
Program Coordinator

PROGRAM - IV

Musical Interlude. . . . . .Mrs. Lydia Anderson

Convenor. . . . . .Dr. James W. Davis

Opening Selection. . . . . ."Star Spangled Banner"
(Audience)

Flag Salutation. . . . . Audience

Greetings. . . . . Mr. Gilbert Williams

Overview of Awards. . . . . .Mrs. Marjorie Hart
Team Leader

Solo. . . . . .Miss Mary Clay
"Passing By" by H. Purcell

Recognition of Visitors
Introduction of Speaker. . . . . .Mrs. Frances Godt

Speaker. . . . . Mr. Gary Robinson
Counselor - Youth Aid Division

Presentation of Awards. . . . . .Mr. Jack Outten
Wilm. City Circulation Supervisor

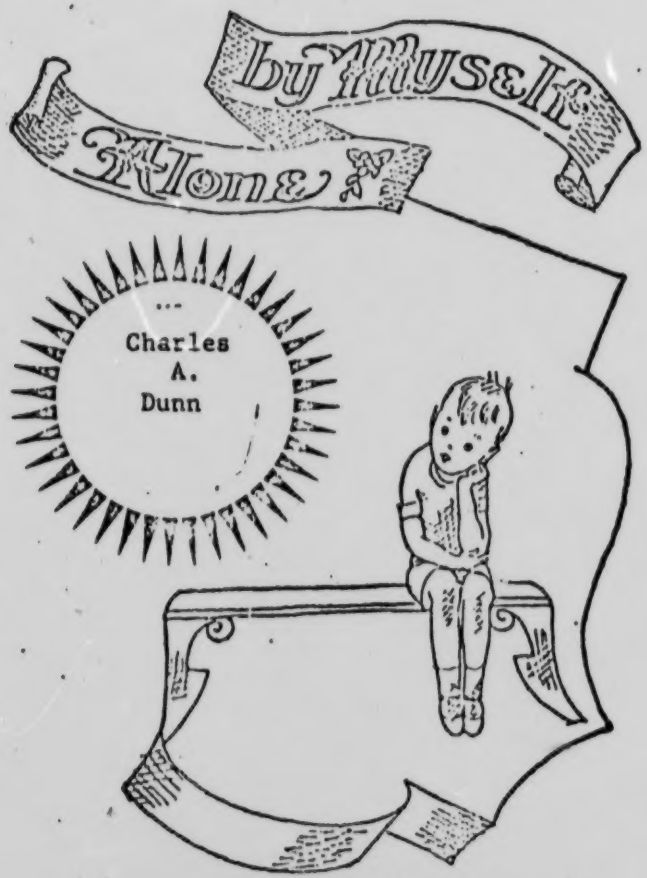
Remarks. . . . . Mr. John Foote
District Manager, Wilm. News Journal

Selection. . . . . "The Hammer Song"
(Audience)

Mrs. Lydia Anderson
Directress

Dismissal. . . . . .

We the staff of the Bayard Middle School wish to congratulate Charles A. Dunn for his act of bravery toward his family during the disaster. Charles is the son of Mrs. Beatres Dunn.



To endure is greater than to dare; to tire out hostile fortune; to be daunted by no difficulty; to keep heart when all have lost it; to go through intrigue spotless; to forego even ambition when the end is gained — who can say this is not greatness? *Ib.* 92

Bravery never goes out of fashion.
The Four Georges [1860],
George II

ROBERT BROWNING

HISTORICAL SOCIETY OF DELAWARE

Old Town Hall Wilmington, Delaware 19801

WALTER J. HEACOCK *President* | WILLIAM POOLE *1st Vice President* | MRS. H. B. DUPONT *2nd Vice President* | CHARLES S. CROMPTON, JR. *Secretary* | CLARK H. WOOLLEY *Treasurer* | JOHN A. MUNROE *Editor Magazine* DELAWARE HISTORY

December 29, 1976

Mrs. L. Anderson
Choir Director
Bayard Middle School
DuPont & Chestnut Streets
Wilmington, DE 19805

Dear Mrs. Anderson:

The performance of the Bayard Middle School Choir at Willingtown Square last week was a delight, and we appreciate very much your taking the time and effort to be there. On behalf of The Historical Society of Delaware, I want to thank you for help and cooperation in making the program a success.

Of all the groups we heard last week, the Bayard Middle School Choir was the best. The smiles on the faces of the many passersby showed their enjoyment. You provided them with a fine selection of carols which I am sure they will not soon forget.

I would like to compliment the choir members on their behavior. Their good manners and enthusiasm were exemplary, especially on such a cold day. I hope to see you and them at next year's Christmas concerts.

Sincerely,

Stephen Tindall

Stephen Tindall
Assistant to the Director

eac

cc: Principal - Blanche M. Fleming

BUREAU OF COMMUNITY SERVICES
DIVISION OF JUVENILE CORRECTIONS

AGREEMENT

The following agreement is made between Community Based Services of the Bureau of Juvenile Corrections and the Bayard Middle School of the Wilmington School District for the purpose of defining the supplementary services that will be provided by Community Based Services and to delineate the Bayard Middle School's responsibility to do certain things that will make possible effective services to students and/or staff by Community Based Services.

It is agreed:

A. C.B.S. will provide the following supplementary services:

1. Provide three (3) counselors for three (3) small group sessions on Wednesdays of each week
2. Keep in contact with guidance counselors regarding individual/group progress
3. Act as a liaison worker between parents and school
4. Provide one to one counseling for a limited number of referrals from school staff of students with behavior problems
5. Provide periodic field trips to the various delinquent facilities for staff and/or students
6. Provide in-service training periodically for staff as set up by planning and mutual agreement to time for training

B. Bayard Middle School agrees to the following:

1. To select and screen students who will be included in the Wednesday groups
2. To see that students selected are available and present for the group sessions

3. To provide names, addresses and phone numbers of students with whom B.J.C. is to be involved.

4. Provide regular and adequate meeting place for groups

5. To provide background material of group members

6. To make referrals to the C.B.S. counselors of individual students who need additional counseling/help not available in the school

7. To set up and arrange for the "in-service program" in cooperation with C.B.S.

C. It is agreed by both parties to this agreement that a high degree of confidentiality will be maintained and the names of children participating will not be shared with others without the mutual agreement of all parties concerned and then only when the rights of the child are fully protected.

This agreement will be in effect for the current academic school year unless modified, changed or cancelled through mutual agreement of both parties to the agreement or unless either party fails to live up to their part of this agreement.

Signed: Daniel H. Moyer
Bayard Middle School

Signed: _____
Westside Unit Supervisor
Community Based Services

Date: _____

ADDENDUM

If the occasion arises whereby the Bureau of Juvenile Corrections' counselors recognize that a particular child and/or his family needs to be referred to services not provided by the school. all referrals will be made through Mr. Moyer and/or Mrs. Kellam.

Mrs. Newton
Mrs. Kellum
Mr. Schnee

COMMUNITY BASED SERVICES
BUREAU OF JUVENILE CORRECTION

SCHOOL SERVICES / PROGRAMS

Community Based Services of the Bureau of Juvenile Corrections in its efforts to reduce the incident of Juvenile Delinquency and divert children and youth from the Juvenile Justice System feels it most important that we work closely with the schools in a cooperative effort to accomplish this end. All of our efforts in working with schools is based on the concept that we want to be supportive of the schools and that all of our services shall be complementary and/or supplementary to the services provided by the schools themselves.

Within the area of its special knowledge, competency and staff abilities and limitations, Community Based Services can offer certain supplementary services to schools. All such services to an individual school to be worked out in detail by mutual agreement between the school and Community Based Services to meet the specific needs of an individual school.

The following types of services are those in which Community Based Services has some expertise and we can offer all or in part to supplement the services available in a school.

(1) Group Counseling

(a) To provide small group counseling, once a week for six to eight weeks in the school, with students who have a similar behavior problem. We are particularly interested in children and youth whose acting out behavior in school stems from a problem existing in the community or home.

A worker may lead more than one group in the same school at the same time and/or continue with successive new groups during the school year.

(b) To provide small group counseling once a week for six to eight weeks for parents of children with behavior problems, this would be particularly helpful for parents of younger children.

(2) Individual Counseling

To accept a limited number of referrals of individuals from the school for one to one counseling. We would meet with each referral at least once to evaluate the needs and then a decision would be made to refer to another agency for particular services or continued counseling by Community Based Services for a period of six to eight weeks.

(3) Class Presentations

To accept invitations to lead classes or groups in a class session on such topics as: Delinquency; The Juvenile Justice System; Bureau of Juvenile Corrections, etc.

(4) Workshops for School Staffs

(a) To provide leadership and/or resource persons to schools in the area of "Delinquent Behavior" for school personnel as part of their "in-service training program".

(b) To provide leadership and/or resource persons for all day workshops for school personnel on an overall picture of delinquency, its causation, treatment, available services, and the school's role and delinquency.

(5) Drop In Counseling

It could be possible for a Community Based Service Counselor to be available at regular times for up to two hours, in a room provided by the school, for drop-in counseling for students, who might want to make use of such a service.

(6) Crisis Intervention

Community Based Counselors could be made available for counseling purposes to help "cool" a crisis. It must be understood that Community Based Counselors are not enforcers, they are not police and their role would remain that of a counselor.

(7) Reporting and Sharing Information

Since we are committed to keep children and youth from becoming a part of the Juvenile Justice System we will not be reporting names of children worked with, but only the pertinent information needed to know to establish what we were able to accomplish in each case.

(8) Certificates of Accomplishment

Community Based Services, the Bureau of Juvenile Corrections may if deemed meaningful by itself and the school, issue Certificates of Accomplishment to students who successfully participate in its programs.

The services of Community Based Services is not necessarily limited to those listed above. We will accept requests for other services from schools but will only commit ourselves to provide those service after review to ascertain if it fits our role as Community Based Services Counselors.

We would prefer in every school where we agree to provide services that there be a written agreement mutually approved by the school administration and Community Based Services administration.

I. PROBLEM

Profile

Juvenile delinquency encompasses charges ranging from truancy to murder. In addition to juvenile status offenses (such as truancy, incorrigibility, and runaway) and less serious crimes, juveniles accounted for 79.5% of all arrests for Index Crime in Wilmington during 1975.* Further, the actual number of juvenile arrests for Index offenses increased 14.9% from 1,642 arrests in 1974 to 1,930 in 1975.

Eighty-one percent (81%) of the 1,930 juveniles arrested for Index offenses in 1975 were charged with property crimes. Although during 1975 juveniles made up 79.8% of the total arrests for Index Crimes, they accounted for 57.4% of the arrests for property crimes. On the other hand, juveniles made up 18% of the total arrests for violent crimes.

The total number of juveniles arrested for all offenses during 1975 was a disturbingly high 2,844. This only accounts for juveniles entering the criminal justice system through police action, which amounts to only 59% of Family Court referrals, according to 1970 data.

SPECIFIC CRIMES

Robbery is a young man's crime. Eighty-eight percent (88%) of the persons arrested for robbery in 1974 were under 25 years old, with 64% under 19 years old. The data also indicates that youths tend to commit crimes in groups. In 1974, 44% of all robberies cleared by arrest involved more than one offender. The median age of robbery offenders decreased dramatically from 20.5 years in 1973 to 17.5 years in 1974.

Sixty-one percent (61%) of those arrested for burglary in 1975 were juveniles. During 1974, 642 juveniles were arrested for burglary, while 796 were arrested for burglary during 1975 reflecting a 19.3% increase in juvenile burglary arrests between 1974 and 1975. The median age of burglary offenders was 17.5 years old in 1974 with the largest group of offenders being 15-19 years of age.

Auto thefts continues to be a juvenile crime problem in Wilmington. In 1975, 60% of the total arrests for auto theft were juveniles. Most of these juveniles are too young to have a driver's license, and national studies have shown that a stolen car is more likely to become involved in an accident than one driven by an average driver. This creates a safety problem to both the youthful driver and the public.

The above confirms the need for a program which deals directly with youth who are committing serious offenses. The National Advisory Commission on Criminal Justice Standards and Goals suggests that "There are a number of studies which suggest that many children mature out of delinquent behavior". If this is true, the question is whether it is better to leave these persons alone or put them into the formal juvenile justice system. Because there are no satisfactory

measures of effectiveness of the juvenile justice system, there is a substantial body of opinion which favors "leaving alone" all except those who have had three or four contacts with the police." This proposal seeks to deal with juveniles who have had contact with the Wilmington Bureau of Police, by establishing a new alternative that falls between "leaving alone" and formal processing through the juvenile justice system. While most youth to be served by such a program would most likely mature out of delinquent behavior even without the intervention of the program, the socio-economic impact of juvenile crime on Wilmington and its citizens is simply far too large to rely on such a process. While the proposal seeks to work primarily with first offenders, the possibility of working with repeat offenders will be explored.

*The Statistics compared in the problem sample represent comparable 11 month periods for 1974 and 1975 (January to November).

COMMUNITY ATTITUDES

That Wilmington residents are highly concerned over the juvenile delinquency problem became evident in a survey conducted for the Wilmington Department of Planning and Development in 1974 The survey, administered by Oliver Quayle and Co., indicated that "Expressed concern about juvenile delinquency is slightly more than twice as common in Wilmington than we have ever found in any similar survey". The City of Wilmington, in its 1975 Comprehensive Criminal Justice Plan, ranked the prevention and control of juvenile delinquency as its number two priority. The National Advisory Commission on Criminal Justice Standards and Goals, also recognizing the part juvenile delinquency plays in the overall crime picture, has identified the prevention of juvenile delinquency as the most important factor in reducing crime.

In addition to the Quayle survey, two other attitudinal surveys (one conducted of all public housing residents for the Wilmington Housing Authority, and another conducted by Public Affairs Analysts for the Wilmington Bureau of Police) reflect the community's feelings toward juvenile delinquency. The results of the surveys show that the elderly residents of Wilmington (60 years and over) indicate a higher degree of concern over crime control and juvenile delinquency than any other age group. All race and age categories within the PAA and WHA surveys felt that street muggings, robbery, burglary, drug offenses, and juvenile delinquency were the most serious crime problems.

II. PROJECT DESCRIPTION

The Wilmington Youth Diversion Project is an attempt to deal positively with the problem of relatively young juveniles becoming increasingly involved in serious crime, and through this intervention reduce the probability of the youth becoming involved in continuing criminal behavior as he gets older. The Project will be operated by the Wilmington Bureau of Police. The Bureau of Police is an obvious choice to administer this Project since it provides service 24 hours a day; is a natural contact for youth within the target group defined in this Grant application; and police officers and those associated with them can provide a positive role model.

It is anticipated that DARC nad City contributions will provide for the operation of the Program. The cash contributions are reflected in the combined budget breakdown shown in the Budget section of this Grant application.

The Program will consist of two civilian counselors, two full time uniformed officers serving as counselors, a co-op worker, a parttime consulting psychologist, a sergeant who will spend about 50% of his time supervising the Project, and appropriate support from other units in the Bureau of Police, particularly the school liaison officers. The Commander of the Youth Aid Unit will be responsible for the overall supervision of the staff and program operation.

The Program will work with a target population of youth (defined in a later section) after they have been apprehended by the Wilmington Bureau of Police for allegedly committing an offense. After qualifying under the target population definition, the youth's Family Court petition will be held in abeyance. The youth will be assigned to a counselor, (See Attachment A for a job description), who will be responsible for intensive supervision of the youth, as well as insuring that services which the youth needs are provided and the proper follow-up during service provision is conducted. The counselor will develop an individualized schedule of services, in consultation with the consultant, based on the youth's own needs and problems. It is felt that this form of intervention at this point in a youth's life will be beneficial for the youth and provide him and his family with the direction, guidance, and support they may need in order to work out their problems. The treatment modality used in this Project is based on the assumptions that, although the degree will vary, all the youths involved in the Program will require some form of supervision; the great majority of the youths and their families can be aided by the availability of supportive services; and the youths will benefit from the use of a positive role model (the police officer and/or the counselor) in the Project.

If, after three months, the youth has been a successful participant in the Program, the youth's Family Court petition will not be filed with the Court. If the youth must be unsuccessfully terminated within three months of his entrance into the Program, his Family Court petition will be activated and the normal court proceedings will be followed.

This Program is narrowly focussed so as to allow it to intensively work with youth who, at a very young age, have shown a proclivity towards committing serious crimes. This objective is in keeping with the City's philosophy that the most immediate problem in juvenile delinquency is those youths who are already involved in committing serious crimes. This Program will afford the City an opportunity to work with those youths who are, or could potentially, create serious threats to the Community, but because of their age may still be amenable to direction towards more positive behavior.

III. GOALS AND OBJECTIVES

1. Divert 180 juvenile offenders who fit this Program's eligibility criteria from the juvenile justice system.

2. Normalize the behavior and attitudes of thes juvenile offenders such that they do not engage in additional criminal behavior.

3. Minimize the negative labeling of the juvenile and emphasize positive labeling and constructive role building through the provisions of supportive services and intensive positive role contact for the juvenile.

4. Effectively use community based services to augment the service capability of the Program.

IV. ASSUMPTIONS

1. Community based provision of service is the preferred approach and setting for correcting and/or controlling the behavior of this particular target population. The age factor of the target population plays a large part in the determination of this assumption.

2. The labeling process adds to the difficulties of offender reintegration into the Community. Exhibited behavior generally follows that which is expected of an individual. That is, if an individual is seen as "bad" by those around him the result is to increase the likelihood of "bad" behavior.

V. TARGET POPULATION

Youths 14 years of age or younger who are first offenders will be the main focus of the Program. In addition, only certain types of offenses and offense categories will be serviced by this Program. The following offenses will be eliminated from participation in the Program:

1. Murder
2. Rape
3. Any offense in which physical force was used which led to injury.
4. Any offense in which the victim insists upon prosecution of the offender.

5. Truancy and runaway except where it has been shown that through these offenses the individual is involved in more serious offenses.
6. Drug offenses
7. Arson
8. Sex Offenses

Murder, rape, and arson, and any offense in which physical force was used which led to injury, are eliminated from the Program due to the serious nature of the crimes. Drug and sex offenses are not included due to the special therapeutic treatment which may be needed by the offender (treatment which can more adequately be given outside this Program). In recognizing the victim's right to prosecute, offenses in which the victim insists on prosecution must be eliminated from this Program. Truancy and runaway are eliminated from this Program for two reasons: 1) The Program should not get "bogged down" by the sheer volume of truancy cases, and, 2) The Program aims to focus its attention on youths who commit a more serious type of crime.

As can be seen from Table 2, juveniles under the age of 14 represent 500 arrests for the targeted offenses. The Table also shows that 75% of the juveniles 14 and under arrested for crimes falling within the targeted offenses were arrested for either larceny or burglary.

NUMBER OF ARRESTS IN WILINGTON OF YOUTH 14 YEARS OLD AND UNDER

Table 2

10 & Under	11-12	13-14	Total	Offense
0	13	34	47	Runaways
0	3	7	10	Disorderly Conduct
0	2	6	8	Weapons; carrying, possessing, etc.
0	0	5	5	Stolen Property; buying, receiving, possessing
0	0	1	1	Fraud
0	2	14	16	Other Assaults
0	1	28	29	Auto Theft
22	33	101	156	Larceny-Theft (except auto theft)
44	72	129	245	Burglary-Breaking or Entering
4	10	17	21	Robbery
70	137	344	544	TOTALS

SOURCE: Wilmington Bureau of Police Records, 1974

VI. SCREENING AND PROGRAM PARTICIPATION

Every arrest report and petition involving a juvenile offender will be forwarded to the Youth Aid Unit. Upon receipt of these reports the Sergeant on duty will screen out those offenses and persons not falling within the target population for the Program. For those youths eligible for the Program a background check will be initiated. The background check will be, for the most part, conducted by uniformed personnel. The background check will consist of interviews with school personnel from the offender's school (as well as securing a full student file on the youth which includes psychological, apptitude, social and behavioral data); interviews with parents and other family members; and a search of official police files.

On the basis of the information gleaned from these sources, the Sergeant will select the youths who fit the Program criteria for admission. Records of those selected as well as those rejected will be forwarded to the Project Director for final review. At this point, any case can be re-evaluated and either admitted or deleted from the Program on the basis of that review. Those juveniles accepted into the Program will have a counselor assigned to their case at this point.

Once an individual is accepted for Program participation, he will be consulted as to whether he and his family wish to participate in this Program, he and his parents will sign a form which outlines what will be required of both, and a waiver of speedy trial. After this is completed, the youth's Family Court petition will be held in abeyance. The school files and other background information which was obtained on the youth will be utilized to develop a treatment mode that will meet the needs of the offender in such a manner as to correct deviant behavior. Records and information obtained will lead to a preliminary assessment of the youth's vocational interest and aptitude, psychological profile, educational problems and ability, recreational and cultural needs, and any family problems which may exist. The counselor will be responsible for accumulating all the information which was collected on the youth, and, after analysis of this information, for putting together services to meet the youth's unmet service needs.

After the problems and service needs of the juvenile have been ascertained, the youth will have a private consultation with the assigned counselor to discuss a provision of service schedule. In addition to setting up the provision of service schedule and making the necessary agency appointments, the counselor will provide intensive supervision of the youth and will follow-up agency referral to insure that the participant is receiving the service outlined in the treatment program. In order to maintain the proper amount of supervision, no counselor will have more than a 15 youth caseload at a given time.

After each month of participation, the Project Director will review each case for progress and determine, along with the participant's counselor, whether the provision of service schedule is adequate or should be altered to increase or decrease any particular service. Eventually, this conference will be utilized to determine whether the juvenile is ready for successful termination from the Program.

Within three months of the participant's entrance into the Program, the Project Staff must determine for each individual whether to drop the charge against the youth or to file the petition with Family Court. Even after a charge may be dropped by the Bureau of Police, the participant will still be encouraged to continue active participation in the Program.

The participant will be encouraged to leave the Program only after his counselor, the Project Director, and the client's parents are satisfied that the youth has made good progress and that the probability of further delinquent behavior has been minimized.

VII. SERVICE PROVISION

One of the critical aspects of this Program will be the ability of the Bureau of Police to provide the necessary services when needed, at a cost which will not be prohibitive to the family of the offender. Therefore, services within the provision of service schedule will be paid for if necessary through Grant funds.

Services for discussion below are broken down into two (2) categories: 1) services provided in-house, and 2) services contracted from other private or public agencies. The following are services which are most likely to be needed:

A. In-House Service

1. Intensive supervision will be provided as a normal duty of the counselors. This service will insure that the Program Staff are informed about their clients' background as well as the present activities of the youth. This service is essential to a subjective progress comparison which will be part of the client's monthly progress report. In addition, the intensive supervision will insure that the Project Staff is aware of the youth's activities and that the Community is protected to as large an extent as possible from further delinquent activity.

2. Counseling will also be provided as a normal activity of the Diversion counselors. Both individual and group counseling techniques will be used to a large extent within the Program. Individual counseling will be used for self adjustment problems which the individual may have at home or in school. The group counseling will be used as a technique to allow youths to effectively deal with peer pressure as well as to openly discuss problems to which a group of the client's peers can readily relate. This service is extremely important and is dependent upon the proper training of counselors to carry out this responsibility.

3. Recreational and cultural events will be conducted by the counselors. Recreational events may include organized sporting events in which the youths can participate, camping trips, beach trips, etc. Cultural events are included to help broaden the perspectives of the youth involved in this Program.

4. Employment opportunities will be limited due to the age group of the participants. However, if a participant is of appropriate age and is in need of a vocational counseling, training or employment, the service will be provided at no cost by the City's CETA-funded Programs.

B. CONTRACTED SERVICES

1. Any case where it is determined that the youth has a drug problem (either alcoholic or non-alcoholic) will be referred to the Drug Evaluation Team for the Office of Drug Abuse Control.

2. Any case where it is determined that the client is suffering from behavior problem which requires professional care will be referred to the appropriate source.

3. Cases in which the family needs and indicates a willingness to receive family counseling will be referred to an appropriate agency.

4. It is anticipated that this Program will develop an effective and efficient referral system to expedite community treatment and involvement of juvenile offenders. It is anticipated that the full range of available community services will be taken advantage of, such as, Scouting, recreational activities, day and summer camps, and YMCA programs.

5. Alternative educational experiences and tutorial service will be provided to youths in need of this service. This service seeks to obtain improved school performance and attendance of juvenile offenders. This service will also provide tuition payments for summer school fo. those youths who couldn't otherwise afford to attend.

VIII. TRAINING

The counselors will undergo intensive training covering individual amd group counseling, and case management techniques before accumula ting a caseload. The training will be conducted by a consultant qualified in the area of counseling and humanistic training. There will be an initial session and a continuing update of the training throughout the Program. The training will train the counselors in

techniques of individual and group counseling, and case management as well as provide format and management system.

IX. INTER-AGENCY COOPERATION

This Grant has been planned with the cooperation of Judge Thompson of Family Court. We have incorporated changes in the Project based on the Judge's criticsms and comments. In addition, research has been conducted on police diversion projects in other cities. This has proved very helpful in program planning and avoiding problems other programs have encountered.

X. EVALUATION

Based on the objectives outlined in Section III of this proposal, the following are criteria which will be used to evaluate the Program:

1. To evaluate the first objective a count of the actual number of juveniles who successfully complete the Program will be kept. A juvenile is considered to have successfully completed the Program if the complaint against the youth is not activated during the time he is in the Program. A count of those juveniles who do not successfully complete the Program will also be made and the reasons identified.

2. A comparison of the recidivism rate of the juveniles successfully completing the Program with the recidivism rate of a similar group of juveniles who were not enrolled in the Program should serve as an evaluation measure of objective #2.

3. An objective view of how the Program handles the labeling of youth will serve as one measure of evaluation for objective #3. An attitude self-concept survey and a program appraisal completed by every program participant can also serve as an evaluation measure for this objective.

4. Objective #4 can be evaluated by the number of types of services which the program uses from existing community based services.

Because of the fairly extensive nature of police records there will be a fair amount of data regarding race, sex, age, place of residence and past criminal history of the offender as well as data concerning the alleged crime and the offender. The Program will have at its disposal the above data and will maintain data regarding number of positive program terminations, number of negative program terminations, number of clients in the various types of services which will be provided under this Grant, as well as case management data such as progress of the client, evaluation, etc.

XI. PAST PROGRESS

Our present "Youth Diversion Project" is being funded by D.A.R.C., H.E.W., and City Funds. On June 30, 1976 H.E.W. Funds will be expended and we will not receive any further support from this source for the Project. Thus, D.A.R.C. and City Funds will be our only sources of possible support after June 30, 1976.

From these sources will be drawn the salaries for counselors who have been responsible for the 26 youths presently assigned to this Project. We have had 7 youths who have successfully completed the counseling sessions as outlined in this Proposal. Along with counseling, various athletical activities have been carried on at local Community Centers. Also, during November a camping trip to Camp Wright was successfully undertaken.

In-house counseling and scheduled social activities have been supplemented with outside supportive services when necessary. These services are aimed at providing the most effective assistance to the 180 youths who will be diverted from the formal juvenile justice system to this Project.

JOB DESCRIPTION - Diversion Officer

The diversion officer shall work out of the Youth Aid Unit of the Wilmington Bureau of Police and shall have several major functions.

1. He will maintain a list of Juveniles who he has learned through personal contacts or referrals that are potential delinquents.

A. Potential delinquents being youth who are involved with a "Bad Crowd", might become involved in some form of trouble as a result of the peer group pressure. Youth involved in minor problems with the police, formally or informally, youth having minor complaints signed against them.

B. Youth who have developed a pattern of behavior that might indicate to the diversion officer that this particular juvenile has tendencies that will eventually get him into our Judicial System or involved with the Police.

C. Youth who encounter problems in school and in the community as a result of their home environment, poverty, culture conflicts, physical defects etc.

2. He will exercise his discretion in handling juveniles, such as screening, counseling, surveilance, and referrals. For the purpose of diverting youth that are divertable from the juvenile justice system. To be responsible for youth between the ages of twelve (12) and seventeen(17) that are brought to the attention of the police but are not arrested, If an agency is involved, that agency will be contacted, other wise parents of the minor will be contacted and a complete social investigation will be made, with some kind of treatment recommended or initiated.

3. To be concerned with the prevention of juvenile crime by establishing laison with school teachers, ministers of religion, social workers and other people and agencies concerned with the welfare of children, keeping in contact with youth who have been advised and where possible, introducing them into the membership of clubs or similar youth organizations.

4. Making regular home visits to interview parents and child, school visits check attendence. Frequently visits local areas to establish a rapport with as many youngsters as possible, whenever possible.

5. The officer will submit to the commanding officer of the Youth Aid Division a bi weekly report outlining his activities as far as contacts, this will include referrals counseling, etc. Also a copy of reports that are required by Youth Service System will be included with the officers Bi weekly.

6. During the school year the Diversion Officer will work closely with the Liaison Officers in Youth Aid. Youth Aid personnel will act as a referral base. Relaying the name, age, address, and school of any youth who they might feel could be helped by the Diversion Officer. This would include children who are having problems in the area of attendance, part time employment and adjusting to the existing atmosphere of the school.

LAWS FOR YOUTH

Appendix J. 4.

This booklet published courtesy of the City of Wilmington
(Wilmington Bureau of Police, Youth Aid Division)

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SEAL OF WILMINGTON, DEL.

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I PHILOSOPHY OF JUVENILE LAWS

The basic philosophy of all official agencies concerned with juveniles in Wilmington, Delaware is that of protection of children who are abused or neglected; prevention of delinquency; and the rehabilitation of those who need it. The Legal basis for this philosophy is the "Family Court Act" which can be found in Title =10 Chapter 9 of the Delaware Criminal Code, which was enacted in September, 1971, and declares that proceedings in a Juvenile Court be non-criminal in nature and that all actions taken be in behalf of the child and in his or her best interest.

Generally it is the function of the Police Dept. to discover delinquency and cases of abuse and neglect, and to determine if there is sufficient cause to bring the matter to the attention of Family Court.

The function of the Family Court is to declare a juvenile a ward of the Court when the Court determines this is necessary for the child's welfare or the good of society. In its' dealings with juveniles, the Court must follow the guidelines set forth in the Family Court Act.

II TWO HOUR ARREST LAW

a. A Peace Officer may stop any person abroad who he has reasonable grounds to suspect is committing, has committed or is about to commit a crime, and may demand of him his name, address, business abroad, and destination.

b. Any person so questioned who fails to identify himself and/or explain his actions to the satisfaction of the officer may be detained and further questioned and investigated.

c. The total period of detention provided for by this section shall not exceed two hours. The detention is not an arrest and shall not be recorded as an arrest in any official record. At the end of the detention the person shall be released or be arrested and charged with a crime.

III OFFENSES INVOLVING PROPERTY

A. Criminal Trespass 2nd Degree

A person is guilty of criminal trespass in the second degree when he knowingly enters or remains unlawfully in a building or on property which is fenced or enclosed to keep intruder from entering.

B. Criminal Trespass 1st Degree

A person is guilty of criminal trespass in the first degree when he knowingly enters or remains unlawfully in a dwelling.

C. Burglary 3rd Degree

A person is guilty of burglary in the 3rd degree when he knowingly enters or remains unlawfully in a building with intent to commit a crime therein.

D. Burglary 2nd Degree

A person is guilty of burglary in the 2nd degree when he knowingly enters or remains unlawfully:

1. in a dwelling with intent to commit a crime therein.

or

2. in a building and when gaining entry or flight there from, he or another participant in the crime;
   a. is armed with explosives or a deadly weapon; or
   b. cause physical injury to any person who is not a participant in the crime.

E. Burglary 1st Degree

A person is guilty of burglary in the first degre when he knowingly enters or remains unlawfully in a dwelling at night with intent to commit a crime there in, and while gaining entry or flight there from, he or another participant in the crime:

1. is armed with explosive or a deadly weapon; or
2. causes physical injury to any person who is not a participant in the crime.

A person may be convicted both of burglary and of the offense which it was the purpose of his unlawful entry to commit or for an attempt to commit that offense.

B. ROBBERY

Robbery 2nd Degree

A person is guilty of robbery 2nd degree when he used force or the threat of force upon a person to take property, causes them to deliver property, or causes them to aid in the theft.

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Robbery 1st Degree

A person is guilty of robbery 1st degree when during the commission of robbery 2nd degree or flight therefrom, he or another participant in the crime:

a. causes physical injury to any person is not a participant in the crime
b. is armed with and uses or threatens the use of a dangerous instrument
c. is armed with a deadly weapon.

C. THEFT

Shoplifting

A person is guilty of shoplifting if he removes any goods from any place in a store with the intent to permanently deprive the store of such article; or

b. obtain goods with a fictitious identification or a charge card without the owners permission; or
c. conceals any goods with intent to keep; or
d. changes labels or price tags; or
e. changes package or containers; or
f. fails to pay for any articles

• any store employee over 21 years can detain, for law enforcement personnel, any person suspected of shoplifting.

Theft

A person is guilty of theft when he takes, obtains, or exercises control over the property of another person intending to deprive him of it.

Unauthorized Use of a Motor Vehicle

A person is guilty of unauthorized use of a motor vehicle when:

a) knowing that he does not have consent of the owner he takes, operates, exercises control over, rides in or otherwise uses a vehicle.

D. INCHOATE CRIMES

A person is guilty of criminal solicitation when he solicits, requests, commands, or persistently demands another

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person to engage in conduct which would constitute a criminal act as defined in the Delaware Criminal Code SECTIONS 501, 502, 503

Conspiracy

A person is guilty of conspiracy when he agrees with one or more persons to engage in conduct constituting a criminal act or aids in the planning of a criminal act and commits an act pursuant to the agreement. SECTION 511, 512, 513

OFFENSES AGAINST THE PERSON
— ASSAULTS —

E. Offensive Touching

Intentionally touching another person knowing that it will cause offense or alarm

Menacing

By movement of the body or an instrument; one places another in fear of physical injury.

Reckless Endangering

Engaging in conduct which creates a substantial risk of physical injury or death. SECTION 603, 604

Assault

When a person intentionally or recklessly causes physical injury to another person by means of a deadly weapon or dangerous instrument or during the commission or attempted commission of a felony or flight therefrom. SECTION 611, 612, 613

Terroristic Threatening

When a person threatens to commit any crime likely to result in death or in serious injury to persons or property.

Assault—the degree of assault (1st, 2nd, 3rd,) is dependent upon the nature and seriousness of the injury inflicted. *As defined in the Delaware Criminal Code.

SEXUAL OFFENSES

F. Sexual Assaults

When a person has sexual contact with another person, not his spouse or causes another to have sexual contact with

a third person knowing that the contact is offensive, without the victims consent or the victim is less than 16 and he is at least 4 years older.

Sexual Misconduct

When a person has sexual intercourse or deviate sexual intercourse with a female not his wife who is less than 16 years old and he is at least 4 years older.

Rape

When a male intentionally engages in sexual intercourse with a female not his wife or a male without the persons consent.

Indecent Exposure

When he exposes his genitals under circumstances in which he knows his conduct is likely to cause affront or alarm.

FALSE REPORT

G. Falsely Reporting an Incident

A person is guilty of falsely reporting an incident when he knows the information he reported or circulated is false; he:

1. Starts or circulates a false report or warning of fire, explosion, crime, castastrophe or emergency under circumstances which are likely to cause public alarm or inconvenience.
2. Reports by word or action, to any official or oganization (dealing with emergencies) an occurrence of fire, explosion, or other castastrophe or emergency which did not occur or does not exist.
3. Report to a Police Officer or agency:
   a. The occurrence of an offense or incident which did not occur.
   b. False information concerning an actual offense or incident which did occur.

DISORDERLY CONDUCT

H. Disorderly Conduct

A person is guilty of Disorderly Conduct when:

1. He intentionally causes or creates a risk of public inconvenience, annoyances, or alarm to any other person by:

a. Fighting or engaging in threatening behavior

b. Making an unreasonable noise or an offensively coarse statement, gestures or display or addressing abusive language to any person(s) present:

c. He obstructs vehicular (cars) or pedestrain traffic

d. He congregates with other persons in a public place and does not disperse when ordered to do so by the police.

GAMBLING

I. Being concerned in interest in keeping any gambling device when:

He keeps or exhibits a gambling table, faro bank, sweat cloth, roulette table, or other device at which cards, dice or any other game of chance is played for money, or any thing of value, or other gambling device of any kind what so ever.

Engaging in a Crap Game

A person is guilty of engaging in a crap game when he takes part in or is present at the form of gambling commonly known as craps, in which money or any valuable thing is played for, by means of dice.

DEADLY WEAPONS

J. Carrying a Concealed deadly weapon.

A person is guilty of carrying a concealed deadly weapon when he carries concealed a deadly weapon about or upon his person without a license.

A person is guilty of carrying a concealed dangerous instrument when he carries concealed a dangerous instrument about or upon his person.

A person is guilty of possessing a destructive weapon when he sells, transfers, buys, receives or has possession of a bomb, bombshell, firearm silencer, sawed off shot gun, machine gun or any other firearm or weapon which is adaptable for use as a machine gun.

Unlawfully dealing with a Switch Blade

A person is guilty of unlawfully dealing with a switch blade knife when he sells, offers for sale, or has in his possession a knife, the blade of which is released by a spring mechanism or by gravity.

K. DRUG LAWS

It is unlawful for any one to possess, sell, use or produce any chemical compound, substance, plant or any part of plant such as L.S.D., Heroin, Morphine Cocaine, Marijuana or any prescription drug etc. or inject, inhale or ingest any Chemical Compound, substance, plant and or plant life material unless done so under the direct supervision of a physician, dentist, veterinarian, scientific investigation or otner person licensed, registered or otherwise permitted to produce, sell, possess, adminster, or use a controlled substance in the course of their professional practice or research in this state. Any act which violates this law is in violation of the Delaware Criminal Code: SECTION 4714, 4716, 4718, 4720 and or 4722.

L. ATTEMPT TO COMMIT A CRIME

A person is guilty of an attempt to commit a crime if he:

1) Intentionally engages in behavior which would be a crime if the circumstances were as he believes them to be. (give an example)

2) Intentionally does or omits to do anything which under the circumstances is a significent step in a course of behavior planned to end in his commission of the crime.

Attempt to commit a crime is an offense of the same grade and degree as the most serious crime which the accused is found guilty of attempting.

M. LIQUOR LAWS

It is unlawful for persons under twenty years of age to:

a. Purchase alcoholic Beverages.

b. Consume any alcoholic beverages in any place where it is sold.

c. Present, or furnish false evidence of age to obtain alcoholic beverages.

d. Possess liquor or any alcoholic beverage on the street or highway or public place.

e. Habitually use intoxicating liquor.

f. Enter and remain in "On Sale" licensed premises, without lawful business.

Appendix J. 4.

It is unlawful for anyone to:

a. Sell, furnish, or give intoxicating beverages to anyone under twenty years of age.

b. Employ the use of the services of a person under twenty in or on the premises where liquor is sold or consumed.

c. Consume or give liquor to anyone in or on any public school or school ground.

d. Appear in a public place in an intoxicated manner.

e. Drink liquor in any public place not licensed by the State.

N. TRAFFIC AND/OR MOTOR VEHICLE LAWS

It is a privilege and not a law, to have a drivers license. To get a drivers license, you must be 16 years of age or older. If you are under 18 years of age, your parents or guardian must sign a statement which states, they will accept or be responsible for any action which violates the motor vehicle laws of Delaware while you are driving a motor vehicle.

A copy of the Delaware Motor Vehicle Laws can be obtained at any Motor Vehicle Dept. in Delaware. Particular attention should be given to the section pertaining to the rules and regulations of bicycles, as well as vehicle and license requirements.

O. SCHOOL ATTENDANCE

It is the responsibility of the parents or guardians to see that:

a. Children Seven to Sixteen attend school unless exempted.

b. The children are properly enrolled in school when the family moves to a new school district.

c. The Children are not truant or late for school.

d. Their children are obedient and follow school regulations.

When A, B, C + D are not followed, the parents or guardians may be criminally charged with "Endangering The Welfare of A Child." It is also the parents responsibility to replace or restore any school property which their child has not returned or has destroyed.

P. EMPLOYMENT OF MINORS

The laws of the State of Delaware provide many rules and instructions relating to the employment of minors to protect them against accidents, protect their health, prevent unreasonable interference with their education and keep them out of environments that would contribute to delinquency.

Before seeking a job, a child under the age of eighteen should report to their local Social Security Administration Office, for a work permit and a booklet of rules and regulations governing their employment.

Q. CURFEW AND NIGHT PROWLING

It is unlawful for any minor under the age of sixteen years of age to loiter, idle, wander, stroll or play in or upon the public streets, highways, roads, alleys, parks, playgrounds, wharves, docks or other public places and buildings, unsupervised by a responsible adult, between the hours of 10:00 P.M. and 6:00 A.M. the following day. The only exception to this law is where a child is on an emergency errand of legitimate business directed by his parents or guardian(s) who have care or custody of the child. Any person who prowls at night in the alleys or on the roof tops of buildings shall be guilty of Night Prowling.

R. RESISTING

Whoever resists any police officer or any other person duly sworn to perform police duty in the discharge of his dutis or shall in any way interfere with or hinder him in the discharge of his duty or in the performance of such duty or offers or endeavors to do so is guilty of resisting a police officer.

IV THE HANDICAPS OF HAVING AN ARREST RECORD

You should do everything in your power to avoid having an arrest record. The best way to do this is to not break laws. Your age does not protect you from being arrested, nor from the penalties of committing a crime.

It is important not to have an arrest record. When you try to enlist in the armed services, run for a public office, apply for a civil service job or for almost any responsible or professional employment, you must affirm that you have

no arrest record. Records are almost always examined if there is any doubt or question involved. An arrest record may make it very difficult, and sometimes impossible for you to obtain a desirable job. So don't forget. "You Can't Afford An Arrest Record."

When you are with a "gang" or crowd, you are more likely to do something that will get you arrested. You may forget, but your record never forgets.

A REMINDER

Some adults are always complaining about our present day young people. It is true that many of our youth do have problems—mainly because so many adults have unresolved problems, but studies show that only two to five percent show seriously deviant behavior over a sustained period of time and need special help or handling. Actually, this generation of young people are doing better in school, more of them are graduating from high school, more of them are attending college, and more of them are attending church than any generation in the recorded history of mankind. They are a generation to be proud of. They are deserving of our best energies and time. They are worth more than all of the other investments, hobbies, or forms of recreation we might devise with which to keep ourselves busy. They are more important to this nation than any other resource we have.

The future is theirs and parents should remember that little has been done finally and right. Little is known positively and completely. The finest poem has yet to be conceived. The best picture has yet to be painted and the divinest music has yet to be composed. The happiest lives have yet to be lived. This is their heritage, we wish them well in fulfilling their promise.

GENERAL COUNSELING

Mental Health Assoc. of Del.	656-8308
Mental Hygiene Clinic	656-5496
Family Service Neighborhood Counseling (Model Cities)	656-6621
Northast State Service Center	764-7200
Christina Community Center	652-0101
Peoples Settlement Association	658-4133
Kingswood Community Center	764-9022
Jimmy Jenkins Branch	658-8448
West End Neighborhood House	658-4171
Centro Latino Americano (Latin-American Community Center)	658-9898
Salvation Army Social Services Dept.	656-1667
Planned Parenthood	655-7293
Preparation for Childbirth	428-4797
Pregnancy Counseling	652-3445
D.A.P.I. (pregnancy)	652-3445
Division of Drug Abuse Control	998-0527
Drug Counseling Center	655-7596
Methadone Counseling	656-8137
Wilmington Methadone Clinic	428-6274
Holly House	654-5265, 655-9581
Crittenton Rehabilitation Center (soft drugs)	656-5478
D.A.R.E. (hard drugs)	652-4541
D.I.A.L. (Drug Information Action Line)	738-5555
Limen House	652-9252
Sodat of Delaware	654-5433
Community Service Officers	Ext. 510, 655-6131
Alcoholic Anonymous	655-5113
American Civil Liberties Union	654-3966
Catholic Social Services	655-9624
State Human Relations Commission	658-5738
Wilmington Free Library	656-3131
Travelers Aid	658-9885
Religious Counseling	658-1676
Psychiatric Emergency Service	421-6711
DeLaWarr Health & Social Services Center	654-3171
Hannibal, Inc.	652-3041

HARRY F. MANELSKI
CHIEF OF POLICE

1000 KING STREET
WILMINGTON, DELAWARE 19801
302-571-4400

City of Wilmington
Delaware

Bureau of Police

March 24, 1977

Dear Parent(s):

On April 2, 1977, the Wilmington Bureau of Police Youth Diversion Project is sponsoring a skating party for all clients who are actively participating in the program. The event will take place at the Elsmere Rollerama (under the Elsmere Bridge on S. Union Street), from 10:30 a.m. to 12:30 p.m.

Admission to the rink for everyone will be paid by the Diversion Project, however, each participant will have to arrange for his or her own transportation for the day.

We are all looking forward to a very enjoyable day at the skating rink.

Sincerely,

Captain Kenneth L. Miles
Commanding Officer
Youth Aid Unit

I, _____, give permission for my son/daughter,

_____ to attend the skating party at

Elsmere Rollerama on April 2, 1977.

sss/4-1

241
MAR 31 1977

LAW OFFICES
Aerenson & Balick

NORMAN N. AERENSON
SIDNEY BALICK
LOUIS B. FERRARA
BRUCE L. DISEND
WILLIAM E. WRIGHT

SUITE 604
FARMERS BANK BUILDING
TENTH & MARKET STREETS
WILMINGTON, DELAWARE 19801

AREA CODE 302
658-4265

March 30, 1977

Mr. William S. Young, Jr.
Principal
Thomas F. Bayard Middle School
DuPont & Chestnut Streets
Wilmington, Delaware 19805

RE: Law Day 1977 - Bar Association Schools Program

Dear Mr. Young:

The Young Lawyers Committee of the Delaware Bar Association, in conjunction with the Delaware Law School Student Bar Association, has once again this year prepared a Law Day Program for presentation to area schools during the two weeks preceding Law Day, Sunday, May 1, 1977.

"Partners in Justice" is the 1977 Law Day theme and the program to be presented will focus on the importance of the citizen's role as a juror and participant in the judicial system. A presentation has been prepared which we believe will be both informative and interesting. A brief program outline will be provided in advance of the scheduled presentation for teacher reference.

For your convenience, a return postcard is enclosed. We will look forward to receiving your reply.

Very truly yours,

Bruce L. Disend

BLD:lw

STATE OF DELAWARE
DEPARTMENT OF JUSTICE

RICHARD R. WIER, JR.
ATTORNEY GENERAL

March 30, 1977

Mrs. Blanche M. Fleming, Principal
Thomas F. Bayard Middle School
duPont and Chestnut Streets
Wilmington, DE 19805

Dear Sirs:

This letter is designed to introduce you and your student body to a new criminal prosecution unit which has been set up within the Attorney General's Office of the State of Delaware to handle specifically robbery and burglary cases. One of the hopes of this federally funded program is that through specialization of prosecution the occurrence of such crimes can be substantially reduced in Delaware. In addition the unit is aimed at providing better education to the general public (particularly juveniles) concerning these offenses, providing familiarization with the minimum sentencing, fines, etc. associated with such crimes.

As head of this unit, I would like to offer you the opportunity to have one of the three Deputy Attorneys General speak to an assembly of students at your school in order to provide them with a basic understanding of these offenses and to answer any questions which they may have. At the present time we are only able to schedule such speaking engagements on Fridays due to our court responsibilities but we would welcome an invitation to visit your school if a date can be worked out.

If you are interested in such a program please write or call Pattie Vinton, the unit's legal assistant, to discuss a date and time. At this time we will be happy to answer any questions which you yourself may have concerning this program.

We look forward to hearing from you.

Sincerely,

Edward C. Pankowski, Jr.

Edward C. Pankowski, Jr.
Deputy Attorney General
Target Crime Unit (571-2573)

ECPJr:kc

BAYARD MIDDLE SCHOOL

UNIFIED ARTS TEAM

LARGE GROUP SESSION:

THEME: TOWARD A POSITIVE SELF IMAGE

A. Orientation

1. Introduction of teachers
2. Introduction of program in each area

B. Group Discussion: Personal Responsibilities in Area

1. Emphasize total school behavior
2. Emphasize behavior expected in Unified Arts area.
   a. total team as a unit (six teachers)
   b. entrance to class (quietly, quickly, on time)
   c. lateness to class (note from authoried person necessary)
   d. gum chewing and food not permitted in class
   e. fire and classroom exits
   f. total participation in classroom activites and clean up of area
   g. negative attitudes
   h. respect for all visitors in Unified Arts area
   i. responsibility to substitue teachers
   j. proper use of all equipment in area
   k. parent conferences held with all team members
   l. awareness of student records kept in Unified Arts area
   m. pride in self and Unified Arts area
   n. excuse for lavatory privilledges only for emergency
   o. classroom business taken care of at 3:10 P.M.
   p. no outdoor coats and hats
   q. bring necessary supplies for class each day
   r. combing of hair and other grooming needs taken care of outside of classroom

C. Tour (Unified Arts area) - (Fire drill exercises)

D. Question and Answer Period

E. Student-Teacher Successions for Creative Experience in Unified Arts Area.

BEHAVIOR EXPECTED IN UNIFIED ARTS AREA

Match the numbers in the right hand column with the correct letter in the left hand column.

_____ (A)	Unified arts team teachers	1	Note from last class
_____(B)	Entrance to class	2	Positive
_____(C)	Lateness to classroom	3	Respect at all times
_____(D)	Gum chewing	4	Only in emergency
_____(E)	Fire and class exit	5	After 3:10
_____(F)	Vocal participation	6	Not permitted
_____(G)	Cleaning up area	7	Misconduct
_____(H)	Attitude towards learning	8	Myself my work
_____(I)	For all persons in Unified Arts	9	All class activities
_____(J)	Responsibility to substitute teacher	10	Quietly - on time
		11	Lewis, Costley, Rathfon, Blevins, Kenney, Ricks
_____(K)	Use of all equipment		
_____(L)	Parent/Student conference	12	Student responsibility
_____(M)	Pride	13	#46 #47 #49
_____(N)	Lavatory priveleges	14	Same as assigned teacher
_____(O)	Additional instructional services	15	Correctly - safely
		16	Move single file quickly
_____(P)	Outdoor coats and hats	17	Remain in locker
_____(Q)	Materials for learning paper, notebooks, pencils, other	18	Outside classroom
		19	Bring each day
_____(R)	Grooming needs (hair-clothing	20	A positive self-image
_____(S)	When fire alarm rings		
_____(T)	Working towards _____		

Appendix J. 9.

SUPERVISOR'S ROLE

VIP IN SUMMER AID PROGRAM

Explain relevance of job to summer aid.

Assign work within the capabilities of each Aid. (Be sure the Aid knows exactly what is to be done.) Beware of "makework" assignments.

Give helpful advice on how your Aid may perform his function most efficiently.

Give instructions explicitly.

Compliment the Aid for work well done; encourage often. Help the Aid whose performance is weak by positive and meaningful correction.

Include helpful suggestions where needed.

Provide a written outline of work for the Aid to follow.

Be available - counseling and guidance are your principle functions.

Encourage initiative.

Be carful to recognize that fear is often disguised by overt hostility.

Respect your Aid as a member of the team.

UNDERSTAND YOUR YOUNG WORKERS!

TEACH THEM! ENCOURAGE THEM! RESPECT THEM!

WILMINGTON SUMMER YOUTH PROGRAM

8th and Lombard Streets
Wilmington, Delaware 19801

WORK QUESTIONNAIRE

NAME _____ COUNSELOR _____

WORKSITE _____

1. What type of work do you do? _____

_____

2. Do you feel that your summer job is:
   - A. Educational _____
   - B. Interesting _____
   - C. Just all right _____
   - D. Boring _____
   - E. Unpleasant _____
   - F. Waste of time _____

3. Do you feel that your job:
   - A. Helps other people _____
   - B. Is good job training _____
   - C. Helps you choose a career _____
   - D. Is just a way to earn money _____
   - E. Is not useful to you _____

4. How do you use your earnings?(check three in order of importance)
   - A. Give all or most to your family _____
   - B. Give part to your family _____
   - C. Buy clothes _____
   - D. Pay for school expenses _____
   - E. Help pay school tuition _____
   - F. Help pay rent _____
   - G. Use for recreation _____
   - H. Buy food _____
   - I. Save for the future _____

5. After the program do you plan to:

A.	Return to school(circle grade)	_____	9	10	11	12
B.	Go to college(circle year)	_____	1	2	3	4
C.	Apply for a job training program	_____				
D.	Enlist in the Armed Forces	_____				
E.	Seek a full time job	_____				
F.	Not sure	_____				

6. If you are going to college, what is your major? _____

7. If you are seeking a full time job:
   A. What type of job are you looking for? _____
   B. Do you know where to look for a job? _____
   C. Do you intend to go back to school sometime in the future? _____

8. What plans do you have for a future career? _____

_____

_____

9. Where did you get your application for this job? (if from school, please state which one) _____

_____

_____

6/76

WILMINGTON PUBLIC SCHOOLS

UNIFIED ARTS MIDDLE SCHOOL

Plan for Curriculum Unit

Unit Title: ABSTRACT FREE-FORM DESIGN

Suggested Grade Level: 6th

Principal Area(s) of Activity: Drawing with crayons.

Behavioral Objectives:

On the basis of teacher observation, portfolio evaluation and discussion between teacher ard student-

1. The student will demonstrate an increased ability to perceive and understand visual relationships in the environment.
2. The student will demonstrate an increased ability to understand, or comprehend facts and information about art, artists, materials, tools, and techniques.
3. The student will increase manipulative and organizational skills in art performance appropriate to his/her abilities.
4. The student will show an increased ability to create and produce art that is unique in personal ways.

Suggested Experiences:

A. From crayon, scribble select abstract shapes which seem interesting, beautiful, have variety of size; and, fill the shapes with color, fill the background with color and finally outline the shapes with heavy black line to emphasize their form and color.

B. Start as above, but select one shape which will be a center of interest because of its size, color and position in the design.

Materials, Resources: Crayons, drawing paper.

Examples of types of designs, abstract painting.

Painting and understanding Abstract Art - Brooks - Van Nostrand Reinhold

(TEACHER) (SCHOOL)

WILMINGTON PUBLIC SCHOOLS

UNIFIED ARTS MIDDLE SCHOOL

Plan for Curriculum Unit

Unit Title: STRUCTURED ABSTRACT PAINTING

Suggested Grade Level: 6th

Principal Area(s) of Activity: Drawing, painting.

Behavioral Objectives:

On the basis of teacher observation, portfolio evaluation and discussion between teacher and student -

1. The student will demonstrate an increased ability to perceive and understand visual relationships in the environment.

2. The student will demonstrate an increased ability to understand, or comprehend facts and information about art, artists, materials, tools, and techniques.

3. The student will increase manipulative and organizational skills in art performance appropriate to his/her abilities.

4. The student will show an increased ability to create and produce art that is unique in personal ways.

Suggested Experiences: Draw abstract shapes which are straight-sided but which still retain their abstract quality, and have variety of size. Attempt to gain three-dimensional qualities by having shapes seem to pass behind or through other shapes. Choose best design for sketches, transfer and enlarge to large paper and paint. Use mixed colors and outline with felt-tip or ball-point pen.

Materials, Resources: Paper, Pencil, Paint, Ruler, Pens.

Color wheels, examples of abstract paintings.

MODERN ART - Levi - Pitman Publ.
FORM, SPACE AND VISION - Collier - Prentice, Hall Publ.

_____ (TEACHER)

_____ (School)

WILMINGTON PUBLIC SCHOOLS

UNIFIED ARTS MIDDLE SCHOOL

Plan for Curriculum Unit

Unit Title: THREE-DIMENSIONAL ABSTRACT EXPRESSION

Suggested Grade Level: 6th

Principal Area(s) of Activity: Making Mobiles, Stabiles and other types of Abstract Constructions.

Behavioral Objectives:

On the basis of teacher observation, portfolio evaluation and discussion between teacher and student -

1. The student will demonstrate an increased ability to perceive and understand visual relationships in the environment.
2. The student will demonstrate an increased ability to understand, or comprehend facts and information about art, artists, materials, tools, and techniques.
3. The student will increase manipulative and organizational skills in art performance appropriate to his/her abilities.
4. The student will show an increased ability to create and produce art that is unique in personal ways.

Suggested Experiences:

A. Make mobiles using abstract shapes or stylized representational shapes of wire and cardboard covered with fabric metallic papers or painted. The emphasis should be on balance and movement.

B. Make stabiles of notched cardboard and swab sticks. These may be painted and coated with polymer medium.

C. Make constructions of styrofoam (packing pieces, egg cartons, etc.) Paint with Latex paint, decorate with matallic paper shapes, paper fasteners, tacks, etc.

Materials, Resources: Coat hangers, chicken wire, cardboard, metallic paper, thread, rubber cement, pliers, fabric, white glue, swab sticks, tempera paint, polymer medium, styrofoam, Latex paint, paper fasteners, tooth picks, staple gun, dowel rods.

HOW TO MAKE MOBILES - Lynch - Viki
FUN WITH SHAPES IN SPACE - Hughes Dutton Publ.
COLLAGE AND CONSTRUCTION - Lord - Davis
ART TODAY - Holt Publ.

WILMINGTON PUBLIC SCHOOLS

UNIFIED ARTS MIDDLE SCHOOL

Plan for Curriculum Unit

Unit Title: TECHNICAL EXPERIEMENTS IN DESIGN

Suggested Grade Level: 6th

Principal Area(s) of Activity: Various techniques.

Behavioral Objectives:

On the basis of teacher observation, portfolio evaluation and discussion between teacher and student -

1. The student will demonstrate an increased ability to perceive and understand visual relationships in the environment.
2. The student will demonstrate an increased ability to understand, or comprehend facts and information about art, artists, materials, tools, and techniques.
3. The student will increase manipulative and organizational skills in art performance appropriate to his/her abilities.
4. The student will show an increased ability to create and produce art that is unique in personal ways.

Suggested Experiences:

A. Coat paper with white chalk, then with heavy coat of crayon. Place second paper on top and draw design heavily. When removed, a positive/negative of the original design is revealed.

B. Tissue paper is coated with thinned white glue and placed on cardboard to form a collage. Colors overlapping make new colors and textures.

C. Dip rubber cement on white cardboard. When dry coat with water color paint. Repeat process with various colors. When dry, peel off rubber cement to reveal design.

D. Dip tempera paint on dampened paper. Allow colors to run and mix to form new colors and shapes.

Materials, Resources: White chalk, crayons, colored tissue paper, white glue, rubber cement, water colors, tempera cardboard, paper.

DESIGN BY ACCIDENT - Dover Publ.
IT'S FUN TO MAKE PICTURES - Grosset & Dunlap Publ.

WILMINGTON PUBLIC SCHOOLS

UNIFIED ARTS MIDDLE SCHOOL

Plan for Curriculum Unit

Unit Title: MODEL HOUSES

Suggested Grade Level: 7th

Principal Area(s) of Activity: Three-dimensional construction in cardboard and various materials; Painting.

Behavioral Objectives:

On the basis of teacher observation, portfolio evaluation and discussion between teacher and student -

1. The student will demonstrate an increased ability to perceive and understand visual relationships in the environment.
2. The student will demonstrate an increased ability to understand, or comprehend facts and information about art, artists, materials, tools, and techniques.
3. The student will increase manipulative and organizational skills in art performance appropriate to his/her abilities.
4. The student will show an increased ability to create and produce art that is unique in personal ways.

Suggested Experiences:

A. Construct model houses of cardboard, built to scale of 1/2 inch= 1 foot. The houses may be of any style or period, contemporary (neighborhood houses), historical (colonial houses), or original (houses of the future). The basic form is cut from cardboard (newspaper is best), but the many details can be made from various materials which are glued to the basic form. Examples: Shingles, woodwork, window frames, door frames, steps, thatched roofs, bricks, stones, etc., can be fabricated from cardboard, sticks, paper, toothpicks, masking tape or whatever is available.

B. Paint houses to simulate construction materials.

Materials, Resources: Newsboard, cardboard, scissors, X-Acto or Speedball knives, white glue, twigs, toothpicks, swab sticks, masking tape, tracing paper, wrapping paper, paint.

_____ (TEACHER) _____ (School)

WILMINGTON PUBLIC SCHOOLS

UNIFIED ARTS MIDDLE SCHOOL

Plan for Curriculum Unit

Unit Title: CARTOONING

Suggested Grade Level: 8th

Principal Area(s) of Activity: Drawing, painting.

Behavioral Objectives:

On the basis of teacher observation, portfolio evaluation and discussion between teacher and student -

1. The student will demonstrate an increased ability to perceive and understand visual relationships in the environment.
2. The student will demonstrate an increased ability to understand, or comprehend facts and information about art, artists, materials, tools, and techniques.
3. The student will increase manipulative and organizational skills in art performance appropriate to his/her abilities.
4. The student will show an increased ability to create and produce art that is unique in personal ways.

Suggested Experiences:

A. Discussion and demonstration of the cartoon as a simplified and exaggerated style of drawing.

B. Create an original cartoon character.

C. Draw cartoon faces showing different expressions.

D. Draw cartoon action figures.

E. Draw a caricature of a classmate.

F. Collect clippings of examples of various types of cartoons. (advertising, political)

G. Present this material in the form of a cartoon book.

Materials, Resources: Paper, drawing pencils, crayons, felt tip pens, magic markers, paints.

CARTOONING THE HEAD AND FIGURE - Hamm - Grosset & Dunlap
CARTOONING - Horn - Davis Publ.
PENCIL, PEN AND BRUSH - Weiss - Young Scott
NEWSPAPER, MAGAZINES

WILMINGTON PUBLIC SCHOOLS

UNIFIED ARTS MIDDLE SCHOOL

Plan for Curriculum Unit

Unit Title: LETTERING

Suggested Grade Level: 8th

Principal Area(s) of Activity: Drawing, painting.

Behavioral Objectives:

On the basis of teacher observation, portfolio evaluation and discussion between teacher and student -

1. The student will demonstrate an increased ability to perceive and understand visual relationships in the environment.

2. The student will demonstrate an increased ability to understand, or comprehend facts and information about art, artists, materials, tools, and techniques.

3. The student will increase manipulative and organizational skills in art performance appropriate to his/her abilities.

4. The student will show an increased ability to create and produce art that is unique in personal ways.

Suggested Experiences:

A. Discussion of lettering and its many practical uses for students.

B. Draw block letter alphabet.

C. Letter two words in two variations of block letter (tall, thin letter - short, flat letter).

D. Design an original poster, book cover, magazine cover, or record album cover using some form of block letter for the most important word or words. (Stress attractive combination of lettering and pictorial or design elements).

Materials, Resources: Paper, rulers, pencils, colored pencils, pens, magic markers, construction paper, paste, scissors, paint.

LETTERING - Cataldo - Davis Publ.
POSTERS - Horn - Davis Publ.
DECORATIVE ALPHABETS AND INITIALS - Dover Publ.

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, DELAWARE

RECEIVED
SEP 15 1976

INTERDEPARTMENTAL MEMORANDUM

DATE: Sept. 13, 1976

To: Dr. Joseph E. Johnson, Assistant Superintendent for Instructional Services
From: Robert Moore
Re: Project "Man/Image Maker: Art and Photography" under Mr. Eric Robinson

The following is an evaluative statement on the progress of the project "Man/Image Maker: Art and Photography" at Bayard Middle School during school year 1975-76 under Mr. Eric Robinson, professional photographer.

Attached to this statement is a copy of the purposes and approaches underlying this project as drafted by Mr. Percy Ricks who originated the proposal for "Man/Image Maker".

Although the project was intended to be in operation for the entire school year, a series of delays prevented Mr. Robinson from beginning his work until April 26th. This left a total of six weeks for the program to achieve some semblance of the intended goals.

To Mr. Robinson's credit much of the ground work for the program had already been done by him, prior to the date of his employment and without compensation for his efforts. These preparations included:

1. Calculating the materials and equipment needed for the "Man/Image Maker" program as originally drafted.

2. Ordering and personally checking the quality of photo materials with the dealer.
This entire process had to be repeated when the original vendor cancelled all business transactions with the Wilmington District without advance notice.

3. Mr. Robinson presented a program in the Bayard Auditorium (on Feb. 28, 1975) featuring a showing of his work to the students. This proved to be an effective introduction to the project, "Man/Image Maker". Mr. Robinson established an excellent rapport with the young audience - involving them in an evaluation of the images which were flashed on the screen.
He was not paid for this engagement which lasted a full day and necessitated his bringing into the school very expensive equipment for the assembly program. During the balance of the day, Mr. Robinson participated in classroom discussions about photography as an art and a career.

Despite these earlier preparations, Mr. Robinson did experience some difficulty in getting the program off to a start in April 1976. His major difficulty was in convincing students (during the early stages) that attending his workshops would not cause them to fail in other subjects. With the help and support of Dr. Blanche Fleming, Principal, this and other problems were resolved.

Perhaps, the most effective way to evaluate the success of this short program would be to invite those interested to view the children's work.

Many persons who see this exhibit will find it difficult to relate work of such quality to middle school children.

However, as one who has observed Mr. Robinson at work, the results seemed consistent with expectations.

I have seen his students develop a respect for achievement, excellence, and individuality.

Children in the program have been well versed in the technical processes of their art. Their work is beautifully composed and professionally displayed.

In summary, I wish to highly commend Mr. Robinson for the work he has done with the middle school students at Bayard. Not only has he helped them develop skill and sensitivity in a highly creative process, but also provided a powerful assist to the building of positive self-image among students. By helping these children make beautiful visual statements about their own environments and their own visions, the program becomes a valuable asset to the overall educational program.

I wish to recommend that Mr. Robinson be re-hired in order to continue his work with the Bayard project in 1976-77.

RM:bsa

cc: Mr. Eric Robinson
Dr. Blanche O. Fleming
Mr. Jimmie V. Morris
Mrs. Gail Covelli

Att.(1)

SPECIAL SCHOOL TOURS BEING OFFERED AT THE BRANDYWINE RIVER MUSEUM

3/2/77 Attention Miss Cox Hey - this could be a good field trip for certain students

ART AND THE ENVIRONMENT

We would like to bring to your attention a special program being offered by the Brandywine River Museum in Chadds Ford, Pennsylvania. The program, stressing the relationship between art and the environment, is being offered to a limited number of schools on Mondays and Tuesdays from April 4th through May 17th. Utilizing the many resources of the Brandywine River Museum and the Brandywine Conservancy, this Spring program will offer your students a guided tour of the Museum's current exhibition (with special discussions of painting techniques and mediums) relating it to the natural environment, an introductory slide program, and a guided walk along our River Trail where students will discover ecological as well as artistic interests.

Featured Brandywine artists in our galleries include Howard Pyle, N.C. Wyeth, Andrew Wyeth, James Wyeth and others along with a special gallery devoted to the paintings of Peter Hurd. These artists are very much identified with the natural environment of the Brandywine Valley. We will discuss these artists with your students in the context of their involvement with the Valley and surrounding area. We will concentrate on landscape as an art form and the natural world as an important aspect of artistic inspiration.

Pre-study material will be sent to those schools who schedule this program and follow up material will be offered for use in the class room after the visit. Since this is a limited program we encourage teachers who are interested to schedule early in order that we may be able to accomodate them.

The charge for the program is $1.50 per student. We recommend one chaperone per 10 students for which there is no charge.

The program is limited to grades 4 through 6 in groups of 50 or less.

The schedule for the morning program is:

9:30 AM	- 10:00	Introductory slide program
10:00	- 11:00	Guided tour of Museum
11:00	- 12:00	River Trail tour

If your students bring their lunches, they will be welcome to picnic along the river outside the Museum after the tour.

For further information or for scheduling, please contact the tour office at the Brandywine River Museum. (215) 388-7601 or (215) 459-1900

WHO TO CALL

HOT LINE (302)571-3505

"I'm into drugs and want help with my problem. May I talk to someone privately who will understand?"

CRC para-professionals are ex-drug abusers who are now leading drug-free productive lives. They understand your problems because they've been there themselves. To make an appointment for a confidential discussion,

Call: Robert Fields

"I want to help ex-drug abusers lead a productive life. I'd like to discuss employment opportunities which I may be able to offer (part or full time)."

Call: Jim Angelone or Barbara Peterson

"I believe your education program could help my community organization (school, business, club) understand the drug problem in Delaware and what we can do about it. I'd like to discuss a presentation with you."

Call: Tyrone Roberts

Appendix L. 1.

277

Crittenton Rehabilitation Center, Inc. is a service coordinated through the Office of Drug Abuse Control, Division of Mental Health, Department of Health and Social Services, State of Delaware. It is the policy of the Department that no applicant or employee be discriminated against because of race, religion, age, sex, or political affiliation.

Crittenton Rehabilitation Center, Inc.

504 South Clayton St. Wilmington, Delaware

Frank Grassi, *Executive Director*

Crittenton Rehabilitation Center, Inc.

- RESIDENTIAL TREATMENT
- RE-ENTRY SERVICES/JOB PLACEMENT
- COMMUNITY EDUCATION
- AFTERCARE

Provides Treatment and Rehabilitation of Drug Abusers in Delaware

273

258

STUDENT EVALUATION FOR LABORATORY PARTICIPANTS

LAB VISITS

		yes	no
1.	Did you feel that your visit to the laboratory at the Medical Examiners Office was interesting?	___	___
2.	Were the experiments that you did explained so that you could understand them?	___	___
3.	Did the experiments that you did help you understand more about drugs?	___	___
4.	Did you feel that the experiments were more helpful than Dr. Simon's lecture?	___	___
5.	Did you feel that the experiments were more interesting than Dr. Simon's slides?	___	___
6.	Did you enjoy presenting the experiments to your classmates? .	___	___
7.	Did you feel that your classmates understood what you told them?	___	___

8. Which did you enjoy most? (check one)

___Dr. Simon's slides
___Lab visit
___Dr. Simon's lecture
___Dr. Simon's drug exhibits

9. Do you still have the experiment record that Dr. Simon gave you at the lab? . . . . . ___ ___

10. Which drug do you feel is most harmful? (check one)

___alcohol
___heroin
___marihuana

11. Who do you feel has the most interest in your drug education? (check one)

___Mr. Moyer
___Mr. Collins
___Mr. Vassos
___Dr. Simon
___Your friends
___yourself

12. If a friend teased you about not wanting to smoke pot would you feel ok about telling him what you learned about pot in class and in the lab? . . . . . yes_____ no_____. . . . . .

Appendix L. 2.

COOPERATIVE DRUG EDUCATION PILOT PROJECT

STUDENT EVALUATION - 8

Circle your age
11,12,13,14,15,16

Circle your sex
male female

1. Do you recognize each of the following words?

	yes	no		yes	no
(a) drug	___	___	(g) drug dependence	___	___
(b) ethyl alcohol	___	___	(h) pharmacist	___	___
(c) heroin	___	___	(i) drug absorption	___	___
(d) narcotic	___	___	(j) drug overdose	___	___
(e) upper	___	___	(k) medical examiner	___	___
(f) depressant	___	___	(l) synergism	___	___

2. Do you understand how drugs are made, why they are used, and how you may legally get them? . . . . . ___ ___
3. Do you understand how a drug gets into the blood stream? ___ ___
4. Do you understand the difference between proper drug use and drug abuse? . . . . . ___ ___
5. Do you understand the difference between the physical and psychological effects of drugs? . . . . . ___ ___
6. Do you understand how to properly use a drug when you get home from the drug store? . . . . . ___ ___
7. Do you feel that there is more danger buying a drug from a drug pusher than from a drug drug store? . . . . . ___ ___
8. Do you feel that all drugs are harmful if they are not used properly? . . . . . ___ ___
9. Do drugs help a person to solve personal social problems? ___ ___
10. Do you feel that alcoholism is the No. 1 drug problem? . . ___ ___
11. Do you feel that drugs damage the body? . . . . . ___ ___
12. Do you feel that the information given in health class by Dr. Simon was the truth? . . . . . ___ ___
13. Do you feel that you need additional information about drugs?. . . . . ___ ___
14. Do you feel that your teachers, administrators and Dr. Simon care about whether you abuse drugs? . . . . . ___ ___

15. How do you feel about each of the following experiences in the drug program? . . . . . Place the number of your choice in the space provide on the left.
(1) NOT HELPFUL (2) HELPFUL (3) VERY HELPFUL

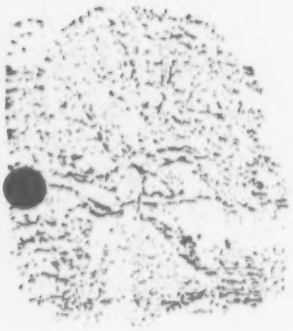
___(a) Classroom instruction by your teacher

___(b) Dr. Simon's presentation

___(c) Students reports about laboratory experiments

___(d) Student projects (drug posters)

Appendix L. 3.



DEPARTMENT OF PARKS AND RECREATION
CITY OF WILMINGTON, DELAWARE
103 EAST 16 STREET, WILMINGTON, DELAWARE 19801 TEL. 571-4250

WILLIAM L. KAPA, DIRECTOR

261
DEPT. MAY 17 1977

RECEIVED
MAY 12 1977
OFFICE OF SUPERINTENDENT

May 10, 1977

Dr. Joseph Johnson
Acting Superintendent of Schools
Wilmington Public Schools
1400 Washington Street
Wilmington, Delaware

Dear Joe,

As per our recent phone conversation, I am forwarding to you a copy of the proposal for the Summer Teen Recreation Centers along with the applications for the use of the schools involved. I believe the proposal explains the intent of the program and the amount of supervision involved. If there is any further explaination needed, please contact me immediately.

I anticipate there will be a custodial fee involved however, Mr. Dineen has not yet contacted me relative to these charges and I have not had very much success in contacting him. Therefore, as soon as such fees and/or charges are established, I would appreciate being notified.

Very truly yours,

Donald J. Bowman
Superintendent of Recreation

DJB/mas

Encs. (4)

May 10, 1977

MEMORANDUM

TO: Chief Harry P. Manelski, Chief of Police
Dr. Joseph Johnson, Acting Supt. of Schools
Kevin McConegal, Director of MID
Maynard Miles, Delmarva Power and Light

FROM: Donald J. Bowman, Superintendent of Recreation
Captain Kenneth Miles, Wilmington Bureau of Police

SUBJ: YOUTH SUMMER PROGRAM

With the coming of the warmer months and juveniles having more time on their hands, members of the Youth Aid Division of the Wilmington Bureau of Police and the Wilmington Department of Parks and Recreation must concern themselves with means to service youth and to prevent their involvement in crime. In order to accomplish this, we must become more community oriented in adopting more preventive approaches to our police working strategy. Solving crime is a police responsibility, preventing crime is a police and community responsibility. With this concept in mind, there must be a combined effort between the community and the Police and Recreation Departments in dealing with community problems.

Traditionally in Wilmington, one can readily predict the section of our City where continued juvenile problems exist. Having this advantage makes the job of preventing crime a considerably easier task, providing some positive measures are undertaken by members of our departments with the help of reliable community people.

It is our recommendation that a combined effort be made between members of the Wilmington Bureau of Police, members of the Parks and Recreation Department and members of the Division of Manpower Development in structuring some recreational and social activities at three (3) designated locations in the City. This would greatly alleviate the juvenile problem on the street. Juveniles hanging on street corners has been and continues to be a source of irritation for police and community people every summer. In accordance with this, we are proposing that the Police Department, Department of Parks and Recreation and Division of Manpower Development cooperate in the establishment of the Teen Center Program.

LOCATION

It is proposed that these centers be located at the following Wilmington Public Schools: Bayard Middle School, Burnett Middle School and Howard High School. The program will run for approximately ten weeks and will operate Tuesday through Saturday from 6 PM to 11 PM.

STAFF REQUIREMENTS AND DUTIES

In order to initiate the concept of Teen Center Programs, the following staff personnel will be needed:

Center Director (one per center location) - this position will be filled by a police officer who is a member of the Youth Aid Division of the Wilmington Bureau of Police. It shall be his responsibility to (1) plan and organize activities for the center, (2) to maintain order and discipline, (3) to supervise activities, (4) to prepare and submit reports as required, (5) supervise staff, (6) to report daily to Captain Miles, (7) to be physically present during open hours of the center, (8) to perform other related duties as may be required.

Assistant Director (one per center location) - this individual shall be hired by the Division of Manpower Development and it shall be this person's responsibility to (1) report directly to the center director, (2) to assist the center director in planning and organizing activities, (3) to assist the center director in preparing and submitting reports, (4) to supervise activities, (5) to perform other duties as may be required.

Activities Supervisor (five per center location) - it shall be the responsibility of the activities supervisor, under the supervision of the center director and the assistant director, to (1) oversee and lead the activities sponsored during the center's operation, (2) to control the use of equipment, (3) to keep accurate records on participation in each activity for which they are assigned, (4) to assist in maintaining order, (5) to assist in cleaning the facility and (6) to perform other duties as may be required.

PROGRAM DESCRIPTION

This is a comprehensive recreational program which shall consist of organized activities designed to develop social behavior and at the same time, enhance leisure enjoyment. This will involve recreational activities which will attempt to meet some of the social needs. The activities will include the following: volleyball, basketball, checkers, chess, badminton, dancing, group discussions, tennis, softball, swimming, cards, billiards, table tennis, etc. In addition, we hope to involve the business and/or commercial community at least once a week. It is hoped that the Public Relations Department of Delmarva Power and Light will act as the coordinator for securing members of the business community to come in at least once a week to each of the centers and speak to the youngsters relative to career opportunities in their particular field of interest. In return for the cooperation of Delmarva Power and Light and other intricate businesses, we would be willing to cooperate fully with

them in terms of making the public aware of their participation in this worthwhile project. In accordance with this, we will greatly accept from the business community any suggestions as to how this can be accomplished.

It is hoped that this program will result in the following: (1) positive effect on the reduction of juvenile crime for the duration of this program, (2) we hope to broaden the scope of their leisure time interest, (3) to establish new interest in career opportunities and (4) we hope to improve social behavior.

/pad

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, DELAWARE

PERMIT APPLICATION -- SCHOOL FACILITIES

TO THE APPLICANT:
Complete Lines 1 through 7 -- use Ball-Point Pen.
All Rules and Regulations of the Board of Education re: Use of School Buildings are part of this application.
This Permit is not valid until approved by the Principal and the Office of Community Schools.
Permit is not transferable and may be revoked by the Superintendent of Schools at any time in accordance with the Rules and Regulations of the Board of Education.
Submit two stamped envelopes with this application: one addressed to Office of Community Schools, Wilmington Public Schools, 1400 Washington St., Wilmington, Delaware 19899; the second self-addressed to Applicant.

1. Date of Application 5/9/77 Phone No. 571-4250
2. Wilm. Dept. Parks and Rec. & Bureau of Police
Name of Applicant Organization
103 E. 16th St. Wilm. DE 19801
Street Address City State Zip Code
3. Tues. thru Sat. 6/21 - 8/27/77
Day(s) of Week and Date(s) of Use
4. Time of Use - FROM: ____ (a.m.) TO: ____ (a.m.)
FROM: 6 (p.m.) TO: 11 (p.m.)
5. (A)Facility Required gym & 2 rms. (B)Purpose of Use Teen Center
(C)No. of Persons Expected 150/day (D)Is there an Admission Fee? no
6. (Answer Yes or No) Will Use Involve (A)Shop ____ (B) Stage Scenery ____
(C) School Equipment ____ (D) Cafeteria Facilities ____
(If the answer to(A),(B), or (C) is "Yes", applicant must make special arrangements with the Principal; if answer to (D) is "Yes", applicant must make arrangements with Director of Food Services.)

7. I CERTIFY THAT THE APPLICANT IS AN ORGANIZATION AS REFERRED TO IN TITLE 14, DELAWARE CODE § 1056 "...PROVIDED THERE IS NO MONETARY GAIN TO THE INDIVIDUALS OR ORGANIZATION USING SUCH PROPERTY AS A RESULT OF SUCH USE, IT SHALL BE DEEMED THAT THERE WAS NO MONETARY GAIN IF ALL CHARGES OR ADMISSIONS IN EXCESS OF THE COSTS OF SUCH PURPOSE ARE DONATED TO A CHARITABLE PURPOSE (AS DEFINED FOR STATE OF DELAWARE PERSONAL INCOME TAX PURPOSES)."

I HAVE READ AND ACCEPT THE RULES AND REGULATIONS GOVERNING THE USE OF SCHOOL BUILDINGS.

Signature of Authorized Representative

8. Space (is) (is not) available. APPROVED ☐ DISAPPROVED ☐

Comments: _____

Signature of Principal

Note: School must complete Item 9

NOTE: THIS PAGE TO BE COMPLETED BY SCHOOL

SCHOOL PERMIT NO. ____
Begin each year with #1

SCHOOL Howard High School
ADDRESS 13th & Poplar Streets

GROUP DESIGNATION
I II III
(circle one)

9. FEE CHARGES SCHEDULE (Check space and services requested)
Minimum basic charges for the use of school facilities include heat, light, and custodial services, and in the case of swimming facilities, they include cost of Pool Manager and Life Guard Services.

SPACE AND SERVICES REQUESTED	WITHOUT AIR CONDITIONING * FLAT RATE	WITHOUT AIR CONDITIONING Each Add. Hour over 3	WITH AIR CONDITIONING * FLAT RATE	WITH AIR CONDITIONING Each Add. Hr. over 3	HOURS	TOTAL
AUDITORIUM	$24	$8	$48	$16		
AUDITORIUM Practice Rehearsals	$12	$4	$24	$8		
CAFETERIA Dining Area	$15	$5	$30	$10		
CAFETERIA Kitchen	$6	$2	$12	$4		
EACH CLASSROOM	$9	$3	$18	$6		
EACH SPECIAL ROOM	$15	$5	$30	$10		
GYMNASIUM	$24	$8	$48	$16		
POOL	$26	$18				
ATHLETIC FIELD	$24	$8				
EXTRA CUSTODIAN If required (each)	$24	$6	$24	$6		
AUDIO-VISUAL						

*Flat rate is basic fee for 3 hours

TOTAL COST ____

Flat rate covers service of the custodian. If additional custodians are required, multiply flat rate by number of custodians.
(CHECK OR MONEY ORDER FOR REQUIRED FEES, PAYABLE TO BOARD OF PUBLIC EDUCATION, WILM., MUST ACCOMPANY APPLICATION.)

10. (To be completed by Office of Community Schools)

APPLICATION APPROVED _____ Date 19
Signature - Office of Community Schools

Distribution:
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Gold - BUSINESS OFFICE (6) to be sent with check to business office.

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, DELAWARE

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Name of Applicant Organization
103 E. 16th St. Wilm. DE 19801
Street Address City State Zip Code
3. Tues. thru Sat. 6/21 - 8/27/77
Day(s) of Week and Date(s) of Use
4. Time of Use - FROM: ____ (a.m.) TO: ____ (a.m.)
FROM: 6 (p.m.) TO: 11 (p.m.)
5. (A)Facility Require gym & 2 rms. (B)Purpose of Use Teen Center
(C)No. of Persons Expected 150/day (D)Is there an Admission Fee? no
6. (Answer Yes or No) Will Use Involve (A)Shop ____ (B) Stage Scenery ____
(C) School Equipment ____ (D) Cafeteria Facilities ____
(If the answer to(A),(B), or (C) is "Yes", applicant must make special arrangements with the Principal; if answer to (D) is "Yes", applicant must make arrangements with Director of Food Services.)

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I HAVE READ AND ACCEPT THE RULES AND REGULATIONS GOVERNING THE USE OF SCHOOL BUILDINGS.

Signature of Authorized Representative

8. Space (is) (is not) available. APPROVED ☐ DISAPPROVED ☐

Comments: _____

Signature of Principal

Note: School must complete Item 9

NOTE: THIS PAGE TO BE COMPLETED BY SCHOOL

SCHOOL ~~P.S. duPont High School~~ Burnett Middle School

ADDRESS 34th & VanBuren Streets

SCHOOL PERMIT NO. _____
Begin each year with #1

GROUP DESIGNATION
I II III
(circle one)

9. FEE CHARGES SCHEDULE (Check space and services requested)
Minimum basic charges for the use of school facilities include heat, light, and custodial services, and in the case of swimming facilities, they include cost of Pool Manager and Life Guard Services.

SPACE AND SERVICES REQUESTED	WITHOUT AIR CONDITIONING * FLAT RATE	WITHOUT AIR CONDITIONING Each Add. Hour over 3	WITH AIR CONDITIONING * FLAT RATE	WITH AIR CONDITIONING Each Add. Hr. over 3	HOURS	TOTAL
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POOL	$26	$18				
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EXTRA CUSTODIAN If required (each)	$24	$6	$24	$6		
AUDIO-VISUAL						

*Flat rate is basic fee for 3 hours

TOTAL COST ____

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(CHECK OR MONEY ORDER FOR REQUIRED FEES, PAYABLE TO BOARD OF PUBLIC EDUCATION, WILM., MUST ACCOMPANY APPLICATION.)

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APPLICATION APPROVED _____ Date 19

Signature - Office of Community Schools

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WILMINGTON PUBLIC SCHOOLS
WILMINGTON, DELAWARE

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4. Time of Use - FROM: (a.m.) TO: (a.m.)
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5. (A)Facility Required gym & 2 rms. (B)Purpose of Use Teen Center
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I HAVE READ AND ACCEPT THE RULES AND REGULATIONS GOVERNING THE USE OF SCHOOL BUILDINGS.

Signature of Authorized Representative

8. Space (is) (is not) available. APPROVED ☐ DISAPPROVED ☐

Comments: _____

Signature of Principal

Note: School must complete Item 9

280

Appendix M. 1.

NOTE THIS PAGE TO BE COMPLETED BY SCHOOL

SCHOOL PERMIT NO. ____
Begin each year with 1

SCHOOL Bayard Middle School
ADDRESS Clayton & Linden Streets

GROUP DESIGNATION
I II III
(circle one)

9. FEE CHARGES SCHEDULE (Check space and services requested)
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267

290

c Mr Howell
Board of Mgrs
Exec Cabinet
Mr. Byrne
Mr Spalding

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION III
3535 MARKET STREET
PHILADELPHIA, PENNSYLVANIA 19101

4/24/76

APR 20 1976

OFFICE OF EDUCATION

MAILING ADDRESS
P.O. BOX 13716
PHILADELPHIA,
PENNSYLVANIA 19101

Dr. Thomas K. Minter, Superintendent
Wilmington Public Schools
1400 Washington Street
Wilmington, Delaware 19899

Dear Dr. Minter:

As a follow-up to our recent visit with your staff and others involved in your Emergency School Aid Act and Title IV Programs, we are writing to confirm salient features observed during this review, which we hope may be helpful to you as you proceed with your implementation activities. This letter deals only with the educational, programmatic aspects of your projects.

1. The review team, consisting of representatives of the Delaware State Department of Public Instruction, the University of Pittsburgh's Desegregation and Conflict Center, and the U.S. Office of Education, was impressed by the commendable efforts of your Emergency School Aid and Title IV staff toward overcoming difficulties resulting from delayed implementation of your ESA Basic, Pilot and Title IV projects. Thus, despite the delay, which precluded full implementation of the original project design, modified program objectives and activities for the ESA Basic and Pilot projects approved by our office were well underway during the review team's visit. The team noted positive steps taken to clarify the roles and working relationships of ESA staff and administrative and teaching staff in project schools in order to best meet student participant needs. Both ESA and Title IV staff demonstrated good knowledge and understanding of project goals and activities designed to supplement the regular educational program.

2. The Basic project, focusing primarily on remedial reading and math, was observed at Cool Spring, Lore, and Highlands Elementary Schools and at Bayard Middle School. Although formal post-testing has not been completed, preliminary tests, individual student profiles, and direct feedback from participating students, classroom teachers, building principals, and ESA staff generally reflected improved student performance, achievement, and attitude toward learning. Post-test completion is expected in early May. In one instance, participating students are assigned to the remedial reading and math labs on a rotating basis, participating in the program for one marking period only. This procedure should be examined thoroughly to determine whether these students

Copies to Executive Cabinet
to notify appropriate staff 291

retain benefits derived from their limited remedial lab experience and how the accuracy and validity of the deferred post-test scores might be affected.

In each school ESA Resource Teachers and Aides have developed good working relationships, and have received strong support and cooperation from the principals and classroom teachers. Although the review team was unable to meet with the Attendance and Career Counseling staff during this visit, we understand these services are well coordinated with other ESA components and that efforts are being made toward increased involvement of parents and community agencies where appropriate.

3. The Pilot project operating at Wilmington High School has gained considerable momentum during the past two months, particularly in the Career Education and Art-Social Studies components. ESA staff in these components have demonstrated unusual creativity and commitment in motivating and sustaining student interest and contributing significantly to individual student growth, both academically and personally. While the Pilot project remedial reading/math component also meets critical needs of selected learners, the ESA staff is not fully satisfied with results to date and plans to reevaluate the program toward obtaining more productive student participation. The Attendance component, although still in an early implementation stage, has demonstrated its value to selected students who have responded positively to staff assistance with educational difficulties related to school/home problems. We understand the Humanistic Communications and Bilingual Science Curriculum components are also in beginning development stages and will need to be evaluated at a later date.

4. The Title IV project seems to have provided valuable administrative and program leadership in meeting staff needs for involvement in desegregation activities and identifying priority issues. Direct access of Title IV staff to the Superintendent, clear definition of staff responsibilities and relationships within the system, and effective coordination with the University of Pittsburgh Desegregation and Conflict Center staff have contributed substantially to the project's implementation. The review team met with more than a dozen key school personnel who participated in Title IV project activities. These participants reported favorably on the benefits each are receiving from the desegregation workshops and related planning activities in which they are involved. As the project proceeds, it is anticipated that each school in the system will be able to assume increased responsibility for its desegregation and human relations activities through maximum utilization of the leadership of staff participating in Title IV activities on a continuing basis.

5. A review team representative met separately with the chairpersons of the District-Wide Advisory Committee and the Student Advisory Committee. The composition of the District-Wide Advisory Committee needs to be

modified to contain equal numbers of the two minority groups and the non-minority group which make up your system's constituency. A revised District-Wide Advisory Committee list should be submitted to our office as soon as possible. Although both committees have met minimum ESA guidelines for regular meetings, both your staff and the review team concur that increased appropriate involvement of both groups in ESA desegregation-related activities will contribute substantially to full implementation of your projects as intended by ESA legislation.

6. The financial management of ESA and Title IV expenditures is detailed in a monthly computer print-out, with ESA and Title IV fiscal transactions monitored by both project directors and the school system's fiscal office. In view of the delayed project implementation we understand you may wish to request an extension of your grant period in order to fully implement project objectives and activities. If so, this request should be submitted to the Regional Office in the near future along with a program justification for this action. Based upon recently approved budget amendments, all ESA expenditures have been made in accordance with approved budget line items.

We are appreciative of the cooperation which your staff extended us and we hope your ESAA and Title IV activities will contribute positively to your efforts in dealing with desegregation problems during the current school year.

Sincerely yours,

Gerald Weinstein

Gerald Weinstein
Program Officer

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, DELAWARE 19899

THOMAS K. MINTER
SUPERINTENDENT
ROBERT MOORE
SUPERVISOR
ART EDUCATION

1400 WASHINGTON STREET
TELEPHONE 302 429-7578

January 3, 1977

To: Principals and Industrial Arts Teachers
at Middle Schools and High Schools

From: Robert Moore

Re: Basic Information on a Home Mechanics Course

The attached information on a possible Home Mechanics Course is submitted for your examination.

Such an activity may fulfill a recognized need to provide young people with some important survival skills and generate added support for the Industrial Arts Program.

If interested, please contact me for discussion of the program's requirements, objectives and expected outcomes.

cc: Dr. Joseph E. Johnson
Mrs. Arrie Harrison
Mr. Harold Robinson

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, DELAWARE 19899

THOMAS K. MINTER
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1400 WASHINGTON STREET
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December 16, 1976

To: Industrial Arts Teachers and Principals in Middle Schools and High Schools

From: Robert Moore

Re: Preliminary Outline for a Proposed Home Mechanics Course

Title: Home Mechanics

Department: Industrial Arts

Grade Level: 6 through 12

Time Frame: One Semester - 5 hours per week

Objectives:

The course would provide an opportunity for students to learn basic operations in home mechanics which can be of inestimable value during one's lifetime.

Such skills as repairing simple household appliances (electric toasters, irons, mixers, etc.); the replacement of blown fuses; the installation of light fixtures; the repair of clogged drains or worn faucet washers; etc., would comprise the program.

These and many other "survival skills" would be taught as class problems using a construction which resembles the corner of a room. This construction could help simulate working conditions in a home while working on certain operations. Other repairs could be done at work tables in the school shop.

Students would be urged to bring in items from home which are in need of repair.

Textbook: "How Things Work In Your Home" Time-Life Books cost $14.95

Estimated Cost of Initial Outlay:

Light Fixture	10.00	
Lumber	50.00	
Electrical Supplies/Tools	125.00	
Plumbing Supplies/Tools	115.00	
Tools and Misc. Hardware	25.00	Total 325.00

295

Appendix M. 3.

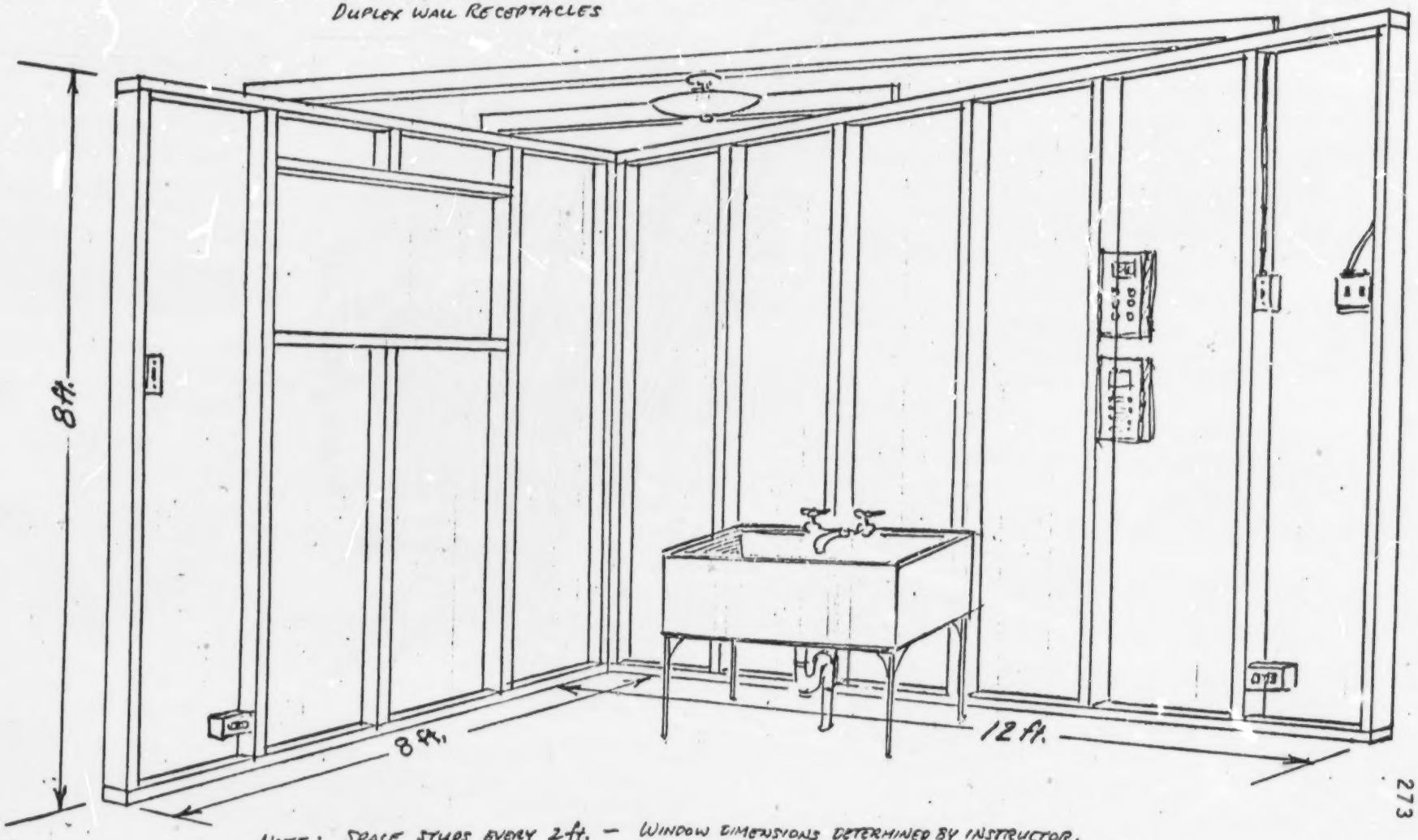
SUGGESTED WORK CENTER for HOME MECHANICS COURSE

INITIAL OUTLAY & FOLLOWING:

WOOD STOCK - { 2"x4" (STUDS) 20 PCS. 8 ft LONG — TOTAL 160 LIN. FT.
2"x4" " 1 PC. 16 ft LONG — TOTAL 16 LIN. FT.
1"x3" (FURRING STRIPS) 12 PCS. 8 ft LONG — TOTAL 96 LIN. FT.

PLUMBING EQUIP. - LAUNDRY TUB OR SINK (WITH FAUCETS AND DRAIN PIPE)

ELECTRICAL SUPPLY - FUSE BOXES (CIRCUIT BREAKER TYPE AND FUSE PLUG TYPE)
LIGHTING FIXTURE - CEILING MOUNTED UNIT
WALL SWITCHES WITH BOX, CONNECTORS, CABLE, ETC. (SINGLE POLE AND THREE WAY)
DUPLEX WALL RECEPTACLES



NOTE: SPACE STUDS EVERY 2 ft. — WINDOW DIMENSIONS DETERMINED BY INSTRUCTOR.
FURRING STRIPS SHOULD BE NAILED TO TOP BRACES AND TOP RAIL OF ONE WALL
STRIPS SHOULD BE SPACED 12" ON CENTER.
ABOVE PLANS SHOULD BE ALTERED OR SUPPLEMENTED AT THE INSTRUCTOR'S DISCRETION AS A MEANS OF IMPROVING THE COURSE.

R. Moore
12-15-76

Appendix M. 3.

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